

Tribal
Kings Orchard, One Queen
Street, Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com



11 May 2015

Alison 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 8 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 2015. It was carried out under section 8 of the Education Act 2005.

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:

- check more carefully whether individual pupils are on-track for age-related expectations in reading, writing and mathematics, setting appropriate targets to close any identified gaps
- ensure leaders routinely check for improvement in teaching and pupils' work
- ensure the school's improvement plans set out clearly how governors will check and measure success by referring to improvements in pupils' achievement
- ensure governors agree a suitable policy to support leaders' work on attendance, setting out clear expectations and any rewards or sanctions that may be applied.

The local authority should take further action to:

- support governors to develop their knowledge and skills to evaluate the performance of the school and hold leaders to account
- ensure suitable advice and guidance for senior leaders, bearing in mind the specific needs of the school.

Evidence

During the inspection, I met with you and the deputy headteacher, and we visited all the classrooms. I also met the Chair of the Governing Body with 2 other governors, and a representative of the local authority. I considered a range of documents, including the schools' evaluation of its own performance and its improvement plans, information about pupils' achievement and attendance, governing body records and local authority reports.

Context

A nursery teacher has left the school. This vacancy has been covered by adjustment to other teachers' roles. A specialist teacher for hearing impairment has returned from maternity leave.

Main findings

I am pleased to see that following the inspection you took immediate action to improve teaching, aiming to ensure the needs of all groups of pupils will be fully met. You organised helpful training for teachers about checking pupils' learning during lessons and adapting their teaching accordingly. Helpfully, you arranged for all teachers to have a "buddy" in the team, with whom they can reflect on their practice. You also initiated a promising partnership with a local outstanding school serving a community similar to Park View. This is beginning to provide valuable opportunities for leaders and teachers to see the impact of securely good teaching, already raising expectations further for Park View pupils' achievement.

Through regular staff meetings, you are raising teachers' expectations about the quality and amount of work they can expect pupils to produce. At the same time, you continue to promote consistency in teaching and classroom organisation. However, you do not check adequately that teachers implement your requirements well enough.

The deputy headteacher is working closely with identified pupils and families to improve attendance, experiencing some success. You are taking a suitably firm approach, having discussed this first with governors. However, the school's attendance policy has not yet been fully updated to support all the actions agreed.

You have taken significant steps to develop middle leaders' skills, including their enrolment on relevant training provided by the University of Winchester. These teachers are responding well to your expectation they will adopt a higher profile, leading by example and in meetings. The mathematics leader has provided a fine

example in her classroom, of the fresh, clear quality of display which you are promoting. Recent work by the English leader has improved the way reading is taught and pupils' progress assessed.

Importantly, you continue to communicate well with teachers to discuss the achievement of their class, looking increasingly closely at the progress individual pupils are making from their different starting points. I am glad to find you have adjusted teachers' assessments to align with the revised National Curriculum. The general targets you set for pupils' progress each year are helpful. However, you do not consider well enough, whether individual pupils are on track to achieve national expectations for reading, writing and mathematics when aged 7, setting specific targets to close identified gaps in a timely way.

You have devised a well-presented and systematic plan to steer the improvement of the school. This sets out relevant actions related to each of the areas for improvement identified in the inspection report, with clear timescales and responsibilities. The role of governors in checking and measuring success is reflected in the document, but not with sufficient clarity.

Governors share your commitment and passion for the success of every pupil. They have been diligent since the inspection in attending relevant training and making visits to the school. However, personnel changes have meant a loss of established skills and knowledge, and governors recognise the need rapidly to restore the efficiency of their operations.

External support

The local authority has provided effective support over an extended period, contributing well to improvement. Since the inspection, the local authority has brokered further consultant support and been suitably challenging about the need for the school to improve to be a good school before its next section 5 inspection. Nevertheless, the local authority has given insufficient thought to the development of the governing body, and to the specific needs of Park View when considering which other schools might be well equipped to offer appropriate support, particularly to leaders.

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

Yours sincerely

Siân Thornton
Her Majesty's Inspector