

Park View Infant School

Pinkerton Road, South Ham, Basingstoke, Hampshire RG22 6RT

Inspection dates

21–22 March 2017

| Overall effectiveness | Inadequate |
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| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Requires improvement |
| Outcomes for pupils | Requires improvement |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is an inadequate school

- Governors do not evaluate the performance of the school effectively. They do not hold leaders to account for the quality of teaching and learning, the progress made by different groups of pupils or low levels of attendance.
- Progress since the time of the last inspection has been too slow. There has not been a clear and sustained upward trend in the quality of teaching and learning or outcomes for pupils.
- The new headteacher and many leaders and managers are very new in post. Despite the positive start they have made, it is too soon to see secure and sustained improvement as a result of their work.
- The capacity for the school to improve has not been demonstrated. This is mostly due to the shortcomings of the governing body and the lack of progress made by the school, particularly in the 22 months after its last inspection.
- The behaviour of pupils is not consistently good, especially where teaching fails to engage pupils or meet their needs sufficiently well.
- The quality of teaching, learning and assessment is not consistently good across the school.
- Not all teachers demonstrate secure subject knowledge of phonics, reading, writing and mathematics.
- Assessment information is not used well enough to plan the next steps in pupils' learning or to cater for the needs of pupils who have special educational needs.
- The phonics skills of younger pupils of low ability are underdeveloped.
- The most able pupils are not sufficiently well challenged, particularly in writing and mathematics, and too few work at greater depth.
- Although diminishing, there remain significant differences in the progress made by disadvantaged pupils and those who have special educational needs compared to other pupils.
- Pupils do not attend school regularly enough.

The school has the following strengths

- The new headteacher has a clear vision for the school and has started to raise expectations.
- There is strong pastoral support for pupils.
- Leadership and management of the early years are good and children progress well.
- Teaching in the hearing impaired unit is a strength of the school.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may appoint one newly qualified teacher.

What does the school need to do to improve further?

- Improve the effectiveness of leadership, management and governance, by:
 - developing the role of leaders who are new in post
 - improving the capacity of leaders, managers and governors so that they all contribute to helping the school to improve more rapidly
 - ensuring that the governing body holds leaders to account for the quality of teaching, learning and assessment and the progress made by different groups of pupils as well as pupils' levels of attendance
 - ensuring that there are rigorous systems of accountability in place so that leaders, managers and governors monitor the impact of school initiatives at regular intervals.
- Improve the quality of teaching, learning and assessment so that it is at least consistently good across the school, by:
 - developing teachers' subject knowledge about mathematics, writing and phonics
 - ensuring that all teachers plan effectively for the differing needs of pupils, particularly those that are most able, the disadvantaged, and pupils who have special educational needs or who are of low ability
 - ensuring that teaching engages pupils' interests
 - ensuring that teaching assistants are used effectively in all classes
 - using assessment information to plan for pupils' next steps in learning
 - embedding new strategies being promoted by senior leaders aimed at helping to raise standards.
- Improve outcomes for pupils by ensuring that:
 - pupils who are most able are provided with more opportunities to work at greater depth, particularly in writing and mathematics
 - younger pupils who are of low ability develop the phonics skills they need to read common words
 - differences between the achievement of disadvantaged pupils, those who have special educational needs, and other pupils are diminished further
 - pupils attend school regularly and attendance is at least in line with attendance in other schools nationally.

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

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, managers and governors have not sustained an ambitious culture for the school since the time of the last inspection.
- There has been insufficient progress in areas that were identified as being in need of improvement two years ago. Until the recent appointment of the new headteacher the pace of progress at the school was too slow.
- Governance is ineffective. Governors have not held leaders to account for the quality of teaching and learning, the progress made by different groups of pupils, including the disadvantaged, or for the high levels of persistent absence.
- Leaders and managers have not always had an accurate view of the effectiveness of the school. Consequently, until the arrival of the new headteacher leaders, managers and governors had an overly generous view of how well the school was doing.
- The management of teachers' performance has not been rigorous enough to secure improvements to the quality of teaching and learning.
- Although teachers have had the opportunity to attend training to support their professional development, leaders, managers and governors have not ensured that staff have implemented what they have learned. The new headteacher now ensures that any professional development opportunities are linked to school priorities, but it is too soon to see the impact of this approach.
- The proportion of pupils achieving the expected standard of the Year 1 phonics check has been persistently low for the last three years. There has been insufficient effective training for staff about how to teach phonics rigorously, systematically and in a way that is enjoyable for pupils.
- Subject leaders and the new senior leadership team, many of whom are relatively new in post, have started to develop their roles. Some improvements have been made since January 2017, such as in Year 1 and in mathematics, but have yet to be firmly embedded throughout the school.
- Under the leadership of the new headteacher the school has an improvement plan that correctly identifies many of the school's weaknesses. The plan includes end-of-year targets but not enough interim milestones against which progress can be measured.
- Leaders, managers and governors have received extensive support from Hampshire School Improvement Services. Although a few leaders have acted on the advice they have received others have not.
- Under the leadership of the new headteacher, the school has started to improve since January 2017. Consequently, expectations of what disadvantaged pupils can achieve have started to rise.
- Senior leaders appreciate the clear direction they now receive from their new headteacher. They say that meetings have become more focused and purposeful.
- Teaching uses a topic approach to help pupils to learn different subjects across the curriculum. Mathematics is taught as a discrete subject, and English is taught

separately in Year 1. This is to enable teachers to focus more sharply on filling gaps that have developed over time in pupils' learning.

- There is still too much focus on the teaching of activities as opposed to developing pupils' knowledge, understanding and skills across the curriculum. Senior leaders recognise the need to improve the curriculum because, currently, it does not engage the interests of pupils sufficiently well or build systematically on pupils' previous learning.
- Some aspects of fundamental British values are covered well. For example, pupils have stood for elections and been interviewed for posts such as 'eco agents' or members of the school council. This has helped pupils to begin to understand the concept of democracy.
- The school teaches pupils effectively about different cultures and faiths. Parents are encouraged to visit the school to share their cultures and experiences. This aspect of pupils' learning is supported well by a range of books available in classes and in the library. Assemblies contribute well to pupils' spiritual development. Pupils benefit from visits from the local reverend as well as visits to local places of worship.
- The curriculum is enhanced well by clubs such as art, drama, board games and science clubs. Breakfast club has led to improvements in the attendance of some pupils. Staff have noticed how ensuring that pupils have had something to eat in the morning at breakfast club helps pupils to concentrate in lessons and begin the school day ready to learn.
- The pupil premium is used well to support pupils with additional speech and language needs. It is used adequately to improve the reading skills of disadvantaged pupils.
- The school makes effective use of the physical education and sport premium to ensure that all pupils receive at least two hours of exercise a week. Pupils benefit from being taught by specialist coaches who help them to develop a wide range of skills, including ball control.
- Newly qualified teachers receive appropriate levels of support and guidance. This includes opportunities for them to visit other schools and to attend courses provided by the local authority.
- In a short space of time, the new headteacher has won the confidence and support of parents and staff. In their responses to the staff questionnaire, staff were very positive about the headteacher. Many highlighted that their positive responses are a reflection of the school since the new headteacher took up her post in January 2017.

Governance of the school

- Governors do not evaluate the performance of the school effectively.
- Governors have not contributed sufficiently to helping outcomes for pupils to improve.
- Governors do not check the use and impact of additional funding via the pupil premium.
- Governors recognise that they have not been sufficiently challenging towards school leaders and managers.

- While they have ensured that the school's finances have been well maintained, governors have not ensured that the school provides good value for money.
- Governors have started to have greater presence in the school; each one is linked to one of the school's priorities. As a result, they are starting to get to know the strengths and weaknesses of the school. However, these roles are very new and have yet to make a difference to helping the school to improve.

Safeguarding

- Arrangements for safeguarding are effective. The school is rigorous in checking the suitability of staff to work with children. The close working partnership between staff, parents and outside agencies helps to keep pupils safe. Staff and governors have attended appropriate training; this includes about how to keep pupils safe from the risk of extremism.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good.
- Teachers' assessments are at times overly generous. Not all teachers make effective use of assessment information to plan appropriate next steps for their pupils. As a result, expectations of what some of the most able pupils can achieve are often too low.
- Teachers' planning does not always take sufficient account of how best to support pupils who have special educational needs.
- The quality of feedback to pupils is very variable across the school. It is not used well enough by pupils and some staff to help move pupils on with their learning. Work seen in books indicates that some basic errors such as pupils not using full stops and capital letters persist in Year 2. The incorrect way that some pupils form their letters has not improved this year. This is particularly the case for older pupils who have special educational needs.
- Teaching does not focus sufficiently on the knowledge and skills that pupils are expected to learn. Consequently, some pupils are more focused on what they are doing as opposed to what they are supposed to be learning.
- The teaching of phonics is not sufficiently rigorous or systematic, particularly for younger pupils of low ability or those who have special educational needs. As a result, not all pupils make the progress of which they are capable.
- The quality of teaching and learning in Year 1 has improved recently. Until this term, the good progress made by pupils in the early years, particularly by the most able, had not been sustained.
- The use of resources as well as the deployment of teaching assistants in lessons are very variable across the school and at times are not good enough. As a result, groups of pupils do not always receive the support they need to make good progress in lessons.
- Teaching does not ensure that there are sufficient opportunities for pupils to write at

length or to work at greater depth in mathematics.

- Sometimes teaching time is lost due to low-level disruption. This undesirable behaviour is not equally well-managed by all staff.
- There are pockets of good practice across the school. Where teaching is strong, staff make effective use of questions to check pupils' understanding and to help move them on in their learning.
- Where the teaching of mathematics is most effective, teachers make appropriate use of practical resources and provide pupils with visual examples to support their understanding. In such lessons, for example in Year 1, pupils are encouraged to use their mathematical skills to solve problems such as how to share 15 cubes equally between three people. The practical resources provide pupils with concrete experiences to help them to understand new concepts such as division and fractions.
- Teachers recognise the need to review the curriculum because it does not always cater appropriately for the needs and interests of pupils. However, there is effective teaching and learning of history. Pupils in Year 2, for example, were observed enjoying learning about the Titanic. They displayed high levels of engagement as they asked questions, discussed their learning, took part in role-play activities and described what they could see in the images on display. In these sessions, teachers reinforced their expectations of pupils' behaviour effectively and used a range of strategies successfully to support the needs of pupils with different abilities.
- Teaching ensures that pupils learn about a range of cultures and faiths through themed weeks and visits to places of interest such as the local church. Teaching helps pupils to celebrate diversity and to recognise that, 'We are all special and unique.'
- The quality of teaching and learning in the hearing impaired unit is good. Teaching staff make good use of sign language to support pupils who have disabilities. They use questions effectively to elicit a wide range of vocabulary from the pupils and to help deepen pupils' understanding of what they are learning.
- The local reverend contributes to school assemblies, the focus of which is linked to school topics. This, and what pupils are taught about the natural world and how to care for living things, contributes well to pupils' spiritual, moral, social and cultural development.
- At the time of the inspection, the school had some chicken eggs in an incubator. On the second day of the inspection one of the eggs hatched. Teaching and support staff promoted pupils' awe and wonder very effectively. They asked pupils questions about the baby chick, highlighting how it needed to be cared for, the life cycle of a chicken and how to work out if the chick was 'a boy or a girl' and the correct term to use for each.
- The majority of parents say that their child receives appropriate homework for their age but over a third do not agree.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Although pupils develop self-confidence as they progress through the school, they are not always sufficiently aware and respectful of personal boundaries.
- Pupils' knowledge and understanding of fundamental British values are in the early stages of development.
- Many pupils lack pride in the presentation of their work and some do not demonstrate positive attitudes to their learning.
- Pupils who spoke to inspectors said they feel happy and safe at school. This view is supported by staff and parents.
- Incidents of bullying at the school are rare. Pupils know how to keep themselves safe, including when using the computer. They express a high level of confidence that staff at the school would help them if they have concerns.
- Pupils spoke confidently about road safety and the importance of fire drills.
- The physical education and sport funding is used effectively to ensure that all pupils receive at least two hours of physical education every week. The additional funding is also used by the school to employ specialist coaches who make a strong contribution to developing pupils' physical abilities.
- There is particularly good support for pupils with social and emotional needs. A number of staff are specifically trained in this area. The help provided to pupils who find themselves in particularly challenging circumstances supports them effectively with their mental and emotional well-being. Where appropriate, staff also work closely with parents and outside agencies in order to develop a stronger network of support for pupils.

Behaviour

- The behaviour of pupils requires improvement.
- The behaviour of pupils in and around the school is not consistently good. At times they behave well and help each other. However, when out of class and when teaching fails to engage their interest, they can become over-boisterous and misbehave.
- Levels of attendance are below average. There are signs of improvement, particularly for disadvantaged pupils and for pupils who have special educational needs and an education, health and care plan. Although levels of persistent absence remain high, they have started to reduce as a result of the effective work of a child and family support worker who has started to work closely with parents.
- The new headteacher recently introduced a programme that promotes pupils' understanding of their rights, responsibilities and the need to show respect for themselves and others. This is in the early stages of development.

- Pupils who act as playground friends help to make playtimes enjoyable for others.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement, given their different starting points. Weak provision in the past has left some classes and groups of pupils with gaps in their learning, particularly in their phonics knowledge, reading, writing and mathematics.
- In 2016, no pupils who have special educational needs and/or disabilities met the expected standard in reading, writing and mathematics. Although pupils who have disabilities are progressing well this year, the progress of pupils who have special educational needs, including those with a statement of special educational need, is slow. This group of pupils is currently progressing less well than their peers.
- The rate of progress made by pupils is very variable between classes and groups. Last year no pupils reached the high standard in mathematics at the end of Year 2. A lower proportion achieved greater depth in their writing compared to pupils in other schools nationally. This is set to improve for pupils this year but there are still few pupils working at greater depth. Pupils typically make more progress in reading than in other areas. The achievement of pupils who have special educational needs in reading is nonetheless particularly low.
- There is a wide difference between the progress made by disadvantaged pupils compared to other pupils nationally, but this has started to diminish.
- Pupils in Year 1 make less progress than those in Year 2. This is partly due to a legacy of weak teaching in this year group in the recent past. There are still times when expectations are too low. For example, some of the most able pupils are still not using capital letters consistently well. Others continue to repeat the same mistakes.
- The proportion of pupils that achieve the expected standard in the phonics screening check in Year 1 has been below the national figure for several years. Most pupils are currently making slow but steady progress. However, pupils' knowledge of letters and sounds and how to use them for reading and writing is still low. This is particularly the case for disadvantaged younger pupils and those who have special educational needs. However, pupils who have disabilities are progressing well as a result of the bespoke support they receive, particularly from staff who work in the hearing impaired unit.
- In 2016, fewer pupils than in most schools met the expected standard or achieved greater depth in writing at the end of Year 2. Disadvantaged pupils achieved in line with others nationally. The progress that pupils currently make in writing is better than it was last year, particularly in Year 2, but it is still not good.
- In mathematics, the proportion of pupils that achieved the expected standard and greater depth last year was below average. More disadvantaged pupils, when compared to others nationally, achieved the expected standard, but none achieved greater depth. Pupils are currently making slow but steady progress. Although the proportion working at age-related expectations is currently in line with last year, there are more pupils working towards greater depth than has previously been the case.
- The reading skills of some pupils who have special educational needs, as well as disadvantaged pupils and those of low ability, are underdeveloped in Year 1. For this group of pupils, their current standard of reading is well below age-related

expectations. Their reading records are not used to support the development of pupils' reading skills. This is because reading records do not identify clear next steps, particularly in the development of pupils' phonics knowledge. Pupils of low ability are unable to blend letters confidently. They do not use their phonics knowledge and skills to decipher regular words or to read them aloud accurately.

- The most able readers in Year 2 read confidently, fluently and with good expression. They typically make effective use of punctuation and demonstrate a good level of comprehension of basic texts. They can retell stories and use their phonics knowledge to help them to decipher new and unfamiliar words. However, at times the books they read are too easy.
- Although most pupils are willing to read they do not demonstrate a love for reading. Some pupils told one of the inspectors that they would like the school to buy books that are more interesting and that they would welcome the opportunity of making recommendations to the school of the types of books they enjoy reading.
- The effectiveness with which additional funding is used through the pupil premium is variable, but is nonetheless helping to improve outcomes for disadvantaged pupils. This is particularly the case in mathematics and to support those pupils who need help to develop their language and communication skills.
- By the end of Year 2, pupils are prepared adequately for the next stage of their education. This includes gaining some ideas, during their time at school, about the world of work.
- Although most parents say they receive valuable information about their child's progress, a significant minority say that they do not.

Early years provision

Good

- The leadership and management of the early years are strong and effective. As a result, children are kept safe, are happy and most progress well. Some parents told one of the inspectors how quickly their children settled into the Nursery and Reception classes.
- Nursery provision is strong. As a result, children that start Reception having come directly from the school's own Nursery typically begin at a higher level of development than those children from other settings.
- There is a particularly strong working partnership between staff in the early years and parents. This begins before children start school, with toddlers coming to visit with their parents.
- Staff in the early years encourage parents to share in the learning and development of their children. At the time of the inspection, parents of children in Reception were working alongside their children helping to plant seeds. Parents say that they are often encouraged to come into school to work alongside their children.
- Staff in the Nursery and Reception have an accurate view of every child's need as well as the progress they make in their learning and development. This is because staff track the progress children make carefully and in detail, and use this information effectively to inform their planning.

- Most children make rapid gains in their learning and development during their time in the early years. This includes children who are most able. Children progress particularly well in their personal, social, emotional and physical development.
- Although the quality of teaching and learning is not always equally as strong in all three of the Reception classes, particularly in phonics, last year more pupils than in most schools nationally reached a good level of development and finished Reception well prepared for Year 1.
- In both the Nursery and Reception, children are encouraged to develop their curiosity. They are provided with a suitable range of exciting activities that help them to develop their physical skills. In the Nursery, for example, children made Mother's Day cards using beads, ribbons and feathers. Children were learning to play, take turns and be creative together.
- Additional funding through the pupil premium is used well to support children who need additional help with their speech and language. The difference in the progress being made by disadvantaged children compared to other children is reducing well in this part of the school. Similarly, the progress that boys make compared to girls is improving.
- Transition arrangements from the early years to Year 1 have not always been rigorous enough to ensure that Year 1 builds effectively on what children have achieved by the end of Reception.

School details

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| Unique reference number | 116236 |
| Local authority | Hampshire |
| Inspection number | 10024495 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 270 |
| Appropriate authority | The governing body |
| Chair | Simon Todd |
| Headteacher | Cheryl Hawkings |
| Telephone number | 01256 322554 |
| Website | www.parkview-inf.hants.sch.uk |
| Email address | c.hawkings@parkview-inf.hants.sch.uk |
| Date of previous inspection | 11 February 2015 |

Information about this school

- The former substantive headteacher retired in December 2016. The new headteacher took up her post in January 2017.
- The senior leadership team is new and most have taken up their posts since January 2017. There has been a high turnover of staff since the time of the last inspection as well as some changes to the membership of the governing body.
- The school has a specialist unit for pupils who are hearing impaired.
- The early years leaders provide support to other early years settings in the locality.
- The school does not meet requirements on the publication of information on its website. Curriculum content for every subject is not provided for every class. Previous spending of the pupil premium and the impact this has had is not provided. Governors' business and financial interests as well as their roles in other schools are not detailed.

Information about this inspection

- Inspectors observed pupils working in 16 lessons or part lessons. Three of these observations were done alongside the headteacher. Two inspectors undertook a learning walk across the school on separate days. Inspectors observed the behaviour of pupils at different times around the school. They looked at the work in pupils' books and listened to some pupils reading.
- Inspectors held meetings with school leaders, staff, governors and a representative from the local authority. They spoke to pupils to seek their views about the school. One of the inspectors spoke to parents at the start of the school day.
- Inspectors reviewed a range of school documentation including: the school's single central record and documents related to safeguarding, data about behaviour, attendance and the progress currently being made by pupils. They looked at minutes of meetings held by the governing body as well as notes of visits produced by the local authority. They reviewed a range of policies, the school's self-evaluation and improvement planning, and scrutinised the school's website.
- Inspectors took account of the 45 responses to the Ofsted online questionnaire (Parent View) and 26 responses to the staff questionnaire. There were no responses to the pupil questionnaire.

Inspection team

| | |
|----------------------------------|-------------------------|
| Gehane Gordelier, lead inspector | Her Majesty's Inspector |
| Jenny Boyd | Ofsted Inspector |
| Peter Dunmall | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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