



Park Street CofE Primary School

Inspection Report

Unique Reference Number 110837
LEA CAMBRIDGESHIRE LEA
Inspection number 278528
Inspection dates 25 May 2006 to 26 May 2006
Reporting inspector Mr. Keith Sadler LI

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

Type of school	Primary	School address	Lower Park Street CB5 8AR
School category	Voluntary aided		
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01223 576922
Number on roll	121	Fax number	01223 566705
Appropriate authority	The governing body	Chair of governors	Dr.Shailaja Fennell
Date of previous inspection	25 September 2000	Headteacher	Miss. Dorothy Betts

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Park Street is a smaller than average sized Church of England primary school. Most pupils come from White British and other White backgrounds. Some pupils have a wide range of other backgrounds. The proportion of pupils who are at an early stage of speaking English as an additional language is very low. Pupils come from above average socio-economic backgrounds overall and the proportion of pupils entitled to free school meals is low. The proportion of pupils with learning difficulties and disabilities is about half the national average. The turnover of pupils is twice the national average because many parents come to Cambridge University to study or teach for periods of two or three years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's view that its overall effectiveness is good. The school has a number of outstanding features and provides good value for money. As one parent said, 'There is a wonderful, warm and caring environment for children to learn and develop.' This atmosphere pervades the whole school and all the staff care and support the pupils exceptionally well. Pupils' personal development is outstanding, with exemplary behaviour and excellent spiritual, moral, social and cultural development. Children make a good start in the Foundation Stage, where they achieve well due to the good quality of provision, though opportunities for outdoor learning are too limited. All groups of pupils continue to achieve well in the other three classes and they love their school and learning. This is because the quality of teaching and learning is invariably good and sometimes outstanding. By the time that they leave the school, their good achievement is reflected in standards that are exceptionally high in English and above average in mathematics. Standards in science are broadly in line with the national average. Pupils' progress in science is slower because the school has not adapted national guidelines sufficiently well to reflect the needs of Park Street pupils. Parents are almost unanimous in their support for the school. An overwhelming majority of parents strongly agreed that all aspects of the school's outcomes, provision and leadership and management are good. Leadership and management are outstanding. The headteacher's leadership is excellent. She has a clear vision for the school based on high expectations of the staff and pupils and she strives hard to ensure that all involved with the school make a positive contribution to the school's success. She works in close partnership with the staff. Together they have developed the very strong teamwork which has brought about good improvement since the last inspection. This includes the good self evaluation processes in place. Governors play a positive role in the school's success. There is significant capacity to improve further.

What the school should do to improve further

- Ensure that national guidelines for science are adapted to meet the needs of the pupils.
- Provide the resources to enable the Foundation Stage children's outdoor learning to be extended.

Achievement and standards

Grade: 2

Pupils' achievement is good. Pupils meet the challenging targets set for them. Children start Reception with standards that are, overall, in line with those found in most schools. Progress is quick and pupils achieve well in all four classes. This is due to the consistently good teaching and sometimes outstanding teaching and the positive atmosphere for learning. By the end of Year 6, standards are exceptionally high in English, above average in mathematics and broadly average in science. Pupils' progress in science is more limited because teachers have not made sufficient adaptations to the national guidelines to ensure that all pupils are sufficiently challenged in the

subject. The school is aware of this and good plans are in place to make necessary improvements. Pupils' speaking and listening skills are outstanding, with most pupils able to provide lucid and extended explanations of difficult ideas with ease, using a wide and sophisticated vocabulary. Pupils with learning difficulties and disabilities and those that speak English as an additional language make good progress as a result of the good provision that they receive.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They are readily motivated by good teaching and relationships are excellent. Pupils thoroughly enjoy working together. Their behaviour is outstanding, both in lessons and around the school, with older pupils constantly looking out to support any unhappy, quiet or younger children. Pupils are given a wide range of opportunities to have a say in the school. For example, the school council has a very positive impact on school life. Good opportunities are provided for pupils to develop economic awareness, for example, through using their own ideas to raise money for a pupil nominated charity. As a result, their understanding of democracy, caring for others, economic awareness and being part of a team are of a high order. Pupils are adopting healthy lifestyles and they enjoy healthy foods. They show a great understanding for their own safety, for example, in realizing the importance of the very strict rules that are in place to secure their safety when playing on Jesus Green at lunchtime. Pupils' spiritual, moral, social and cultural development is outstanding. They are sensitive to things of beauty and to the feelings of others. Pupils act on a clear understanding of right and wrong and appreciate the richness and diversity of cultures other than their own. Attendance is broadly average. This is almost entirely due to days that are taken by the many pupils whose permanent homes may be outside either Cambridge or this country. Good procedures are in place to boost attendance.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and helps the pupils to learn well. They love learning and have very positive relationships with one another and all staff. They are eager to please their teachers and work hard. The teaching has some outstanding features. Work is generally planned well to meet the needs of the two year groups present in all classes, with good quality learning activities that are well matched to children's needs. All staff make excellent use of the interactive whiteboards which helps to heighten pupils' interest. The school's clear emphasis on developing the pupils' learning is paying dividends. For example, many opportunities are provided for pupils to work together. Teachers have a good understanding of pupils' preferred learning styles and make sure that they match the pupils' preferences. Additionally, teachers' marking is of good quality and challenging targets for improvement are set which the pupils work hard to meet.

Assessment activities are an important factor in the effective teaching and they are used very well to ensure that future work meets children's needs. However, children in the Foundation Stage have very limited opportunities to learn outdoors because there is no cover and, also, there are insufficient resources, such as large wheeled toys, to support their physical development.

Curriculum and other activities

Grade: 2

There have been significant improvements in the curriculum since the last inspection. The curriculum is good with a number of excellent features. The school uses the resources that Cambridge provides, both as a city and university outstandingly well. It is enriched by an overwhelming range of visits and having visitors in the school to support learning in all subjects. For example, pupils attend lectures in mathematics and science for pupils, they visit college chapels, Ely Cathedral and a mosque to enhance their understanding of other cultures and religions. Arts activities are extremely well supported by visiting galleries, museums, theatre workshops and plays, as well as a wide range of musical events in school and the city. All statutory requirements are met and, other than in science, good adaptations to national guidelines have been made to meet the needs of its pupils. Pupils enjoy a suitable range of extra curricular activities.

Care, guidance and support

Grade: 1

Excellent attention is given to ensuring children are safe and well looked after at school. This provision contributes well to the pupils' good achievement. One pupil said, 'Everybody cares about each other and it is fun to learn because you feel safe.' The arrangements for ensuring pupils' safety when using Jesus Green at lunchtimes are exemplary. Procedures for ensuring that children are protected and assessments of physical risks are securely in place and are regularly reviewed. Support and guidance for pupils is outstanding and pupils get along together exceptionally well. There is a strong emphasis on teaching them to live healthily. Those with additional needs are very well supported, for example, through individual education plans and good quality specialist teaching assistants support for those with English as an additional language and the gifted and talented pupils.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership and management and has ensured continuous improvement since the last inspection. She has successfully developed an atmosphere that enables pupils to feel secure and to thrive. She is keenly aware of the need to ensure that staff become directly involved in the many partnerships that support the teachers' development and pupils' achievement. This includes good links with a wide range of school networks here and abroad, with the partner secondary

school and university colleges. Above all, she has created a very strong sense of teamwork so that there is a purposeful, inclusive and very positive atmosphere in which all views are valued. With able support from all the staff with responsibilities, there is a clear vision for the future of the school. This is shared by all staff and governors. There is good capacity for further improvement. The school has good systems for checking how well it is doing. These ensure that it has an accurate grasp of improvements that may need to be made. Staff regularly seek and act on the views of parents through both informal discussion and questionnaires. The result is a good improvement plan that builds on the suggestions of pupils, staff, parents and governors. This effectively outlines priorities and how they will be tackled. Governance is good. Governors are well organised and outstandingly well led by an excellent chair of governors. They are deeply committed to the school and its improvement and they have a clear understanding of the many strengths and areas for development.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I really enjoyed visiting you when I came to inspect your school. Thank you very much for the friendly way you welcomed me and for your help in finding out about the school. Both you and your parents told me that you love coming to school and that you feel safe and well cared for. I am not surprised. Yours is a good school and everybody who works there tries very hard to help you to do well. Your teachers are good and work hard to make sure that lessons are made interesting and exciting. Your headteacher has done an outstanding job in making sure that you all work and play together in such a friendly way. I was very impressed with your behaviour, which is excellent. You work hard in lessons so that you learn lots of new things. Your teachers know that they can particularly help you in your science work by making sure that their plans are changed so that they will help you to learn better. Also the children in Class 1 need to be able to make more use of the infant playground by having a big cover so they can work outside when it is raining and have protection from the sun. Also, they need to have some wheeled toys such as bikes and trikes to help them with their riding skills. You're really lucky to go to Park Street Primary School. It is a very friendly place where everybody wants the best for you. Thank you once again for being so helpful to me. With very best wishes for your future.