

# Park View Infant School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 116236          |
| <b>Local Authority</b>         | Hampshire       |
| <b>Inspection number</b>       | 312227          |
| <b>Inspection date</b>         | 25 June 2008    |
| <b>Reporting inspector</b>     | Graham Stephens |

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

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|---|---|
| <b>Type of school</b>                     | Infant                                    |
| <b>School category</b>                    | Community                                 |
| <b>Age range of pupils</b>                | 3-7                                       |
| <b>Gender of pupils</b>                   | Mixed                                     |
| <b>Number on roll</b>                     |   |
| School                                    | 214                                       |
| <b>Appropriate authority</b>              | The governing body                        |
| <b>Chair</b>                              | Mrs Glenda Norris                         |
| <b>Headteacher</b>                        | Mrs Alison Johnson                        |
| <b>Date of previous school inspection</b> | 15 November 2004                          |
| <b>School address</b>                     | Pinkerton Road<br>Basingstoke<br>RG22 6RT |
| <b>Telephone number</b>                   | 01256 322554                              |
| <b>Fax number</b>                         | 01256 354229                              |

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the effectiveness and consistency of teaching throughout the school: the rigour of assessment procedures, and the impact of academic support and guidance on learning, the effectiveness of leadership and management in the Foundation Stage, and how well the role of subject leaders has developed. Evidence was gathered from visits to lessons, sampling pupil's work, discussion with parents, pupils, staff and governors, the school's documentation and assessment information and the inspection questionnaires returned from parents. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included, where appropriate, in this report.

## Description of the school

This average size school admits pupils from a variety of backgrounds. The percentage of pupils entitled to free school meals is well above average. Very few pupils speak English as an additional language. The number of pupils who find aspects of English and mathematics challenging is more than in most schools. The school has a unit for the hearing impaired and the number of pupils with a statement of educational needs is above average overall. The headteacher was appointed in September 2007. The school has been awarded the Healthy School's Award and the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Under the strong leadership of the recently appointed headteacher, the school continues to provide a good education for its pupils. Parents are overwhelmingly supportive. 'I think the school works very hard to involve parents and genuinely seeks the best for the children', is representative of the written comments received.

Standards in reading, writing and mathematics have improved year on year since 2005. Children enter Reception with standards in all areas of learning that are well below the expectations for their age. They make good progress because teachers ensure work matches their needs and that they enjoy a wide range of experiences and learning opportunities right from the moment they enter the school in the Nursery. Nevertheless, many fall short of levels expected for their age by the end of the Foundation Stage because their starting points are so low. Good teaching ensures that they continue to make good progress and by the end of Year 2, standards are broadly average. Pupils who find aspects of English and mathematics challenging, pupils in the class for the hearing impaired and the few pupils, for whom English is an additional language, make good progress because of the targeted support they receive. All staff and many pupils now 'sign' and consequently the hearing-impaired pupils are very well included and play a full and active part in the school community. The emphasis and rigour applied to the teaching of reading ensures that standards in this subject are above average and it is a strength of the school. Handwriting is also taught well and some pupils attain a high standard.

The school has an ethos that is conducive to learning. All adults listen carefully to what pupils have to say and provide good role models in terms of relationships. The poor attendance of a small group of pupils has a negative impact, and attendance is broadly average. The school does all that it can to improve it. Procedures to protect pupils are applied rigorously. The school is a very safe environment. Behaviour is good. A very small minority of parents expressed concerns about bullying. Discussions with pupils and staff presented no evidence to substantiate these concerns.

The school's grounds are extensive but their potential to support learning and pupils' physical development is underdeveloped. There are too few opportunities for pupils to make choices about how to complete tasks safely and with due consideration for others. The school is aware of this and plans are in hand to provide a range of equipment that will encourage pupils to plan, cooperate and play together. Pupils speak very confidently about what constitutes a healthy life-style and can explain why it is important to drink plenty of water and exercise regularly. The elected school council takes its role very seriously and represents the views of the pupils well. Councillors also explained how they look out for the well-being of others at break times.

Teaching is good and is now consistent throughout the school. Teachers use the information gained from the rigorous assessment procedures and plan and match work effectively to meet pupils' different learning needs. Pupils respond with enthusiasm to all that their teachers say and tackle set tasks with gusto. Teaching assistants are very skilled and together with the teachers, offer good support and guidance. Effective working relationships with outside agencies also ensure that the needs of vulnerable pupils are well understood and that they receive the support and guidance that they need.

What pupils are expected to learn is explained carefully at the start of lessons and whole classes evaluate progress at the end of lessons. However, there are too few opportunities for individuals

and groups to evaluate their own work and decide how they might improve it further. There are also too few opportunities for pupils to work collaboratively and apply the skills that are taught to solve real life problems. This inhibits opportunities to consolidate understanding and give a sense of purpose to the work that they do.

Leadership and management are good. The headteacher is keen to empower staff and involve them all in the management process. She has reviewed roles and responsibilities and staff have responded positively, as one teaching assistant said, 'We are more involved and now really feel part of the team'. Subject leaders, many new to their roles, are enthusiastic and are all actively engaged in further improving standards in their subjects. The role of the senior management team is changing. It oversees the tracking of progress very well, has a good understanding of current standards and sets challenging objectives for the short term. Although a good start has been made, the team needs to continue to develop its role in longer-term, strategic planning so that all members develop a clear understanding of the school's aims and how best to achieve them. Governance is outstanding. Governors are proactive and ambitious for the future success of the school. They respond positively to training opportunities, visit regularly, know the school's strengths and weaknesses very well and rigorously hold the headteacher to account for the standards attained.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children achieve well because of good teaching and the good balance between adult led activities and opportunities for children to explore for themselves. There is an appropriate emphasis on the teaching of basic skills. Aspects of leadership and management relating to assessment have benefitted from intensive support from both the Local Authority and the headteacher. Consequently, assessment procedures have improved, and they are now secure.

Children actively engage with a wide range of well-prepared and interesting resources. Progress in speaking and listening is reflected in the confident way in which most listen and respond to visitor's questions. However, many still prefer to work on their own rather than cooperating with others. The immediate outdoor area is large but sparse, with few opportunities for children to climb, jump and crawl through equipment. This has been recognised and improvements are in hand. Good links exist between the Foundation Stage and Year 1 and this continuity of provision helps ensure that the good progress children make continues after they move classes.

## **What the school should do to improve further**

- Give pupils more opportunities to plan and work together, to apply the skills they are taught, and to evaluate their own work and that of others against clear success criteria.
- Further develop the role of the senior management team by ensuring that all members play a full and active part in determining the strategic plan and how best to attain the objectives it contains.

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## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 2   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 1   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

08 July 2008

Dear Pupils

Inspection of Park View Infant School, Basingstoke, RG22 6RT

Thank you all for the warm welcome I received when I visited your school. I enjoyed meeting and talking with you and finding out about all the exciting things that you do.

You go to a good school. These are the best things.

- You work hard and do well in your work.
- You behave well, are very polite and helpful and care for each other well.
- Your teachers listen carefully to what you have to say, prepare their lessons well and help you all improve your work.
- All the adults in your school make sure that you are well looked after.
- The headteacher and the other people who help run your school, especially the governors, are doing a good job.

Every school, even one as good as yours, have things that could be better. We think you need to try even harder to check your own work and think carefully about how you could make it even better. I have asked your teachers to give you even more opportunities to plan and work together. Finally, I have asked the teachers that help run your school to think even more carefully about how your school will develop and change in the future.

With very best wishes for your future success,

Yours sincerely

Graham Stephens

Lead Inspector