

Parklands Community Primary School

Durnford Close, Chichester, West Sussex, PO19 3AG

Inspection dates 9–10 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage settle in quickly and are taught well. They make good progress and are well prepared for Year 1.
- Key Stage 2 pupils' progress in mathematics has improved rapidly. Pupils now make good progress in all subjects across much of the school.
- Last year's Key Stage 1 and Key Stage 2 pupils achieved results above the most recent national averages. Pupils' results in Key Stage 2 strongly improved over the previous year.
- Most teaching is good across the school, with some that is outstanding.
- Pupils are courteous and well behaved. They work and play together happily and cooperatively. The school keeps pupils safe and looks after them well.
- Pupils with special educational needs are well supported and highly valued by other pupils and staff.
- The headteacher, along with other leaders and governors, has raised the school's expectations. The leadership team's well-planned actions have led to improvements to pupils' achievement and to the quality of teaching.

It is not yet an outstanding school because

- Not all teachers give sufficiently challenging work to the most able pupils.
- Not all teachers have consistently high expectations of what pupils can achieve in writing. As a result, pupils' progress in writing is sometimes too slow.

Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 13 lessons and pupils’ behaviour in the playground and at lunchtime. Six lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, six members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school’s work, including support for pupils who need extra help. They heard pupils read and examined pupils’ work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school’s future development, the school’s use of sport premium and pupil premium funding, the school’s arrangements for keeping pupils safe, pupils’ attendance records, minutes of governing body meetings, records of how pupils’ learning is checked and tracked, and records of how the quality of teaching is checked.
- The views of parents were taken into account through taking note of the 73 responses to the online Parent View survey, four messages that were received, and through discussions with several parents.
- Staff views were taken into consideration by looking at questionnaires completed by 33 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

Lynda Welham

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It includes specially resourced provision for pupils with social and communication needs in the form of a special support unit, which has 11 pupils aged between four and 11 years currently on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is lower than the national average. This extra money is provided for children known to be eligible for free school meals.
- The proportions of disabled pupils and those with special educational needs are higher than in most other schools. Some pupils have speech, language and communication needs, whilst others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage.
- Children in the Early Years Foundation Stage have one Reception class provided for them.
- The headteacher joined the school in January 2012. The deputy headteacher joined the school in September 2012.

What does the school need to do to improve further?

- Ensure that all teachers give sufficiently challenging work to the most able pupils.
- Ensure that all teachers have consistently high expectations of what pupils can achieve in writing.

Inspection judgements

The leadership and management are good

- The headteacher, along with other leaders and governors, has raised the school's expectations. These higher expectations have resulted in improvements to pupils' achievement and to the quality of teaching. This is the key reason why leadership and management are good.
- Leaders' checks on the quality of teaching and performance management are strong and robust. Staff are clear about the high standard of teaching and leadership that is expected from them. Teachers and leaders are given much support to enable them to raise the standard of their work. The quality of teaching has improved as a result. However, some less effective teaching still exists and pupils' progress in writing is sometimes too slow. This is why leadership and management are not outstanding.
- Senior and middle leaders are confident and effective. They work well together as a team and share the headteacher's aspirations for the school. Middle leaders lead training in their subjects for staff and have introduced improvements to practice. Pupils' achievement has improved as a result, particularly in phonics and mathematics.
- The school's special support unit is led well. Pupils with special educational needs are valued, well supported and enabled to make good progress across much of the school.
- Leaders, including middle leaders, regularly and accurately evaluate the school's strengths and areas for development. The school's plan to bring about improvements is effective. This is clearly shown through the successful actions taken last year to improve teaching, progress and results in mathematics. Leaders have ensured that staff are ready to teach the new National Curriculum.
- Pupils learn a broad and balanced range of subjects and explore stimulating themes, such as 'A life like mine'. They learn about different religions and cultures. Pupils' learning is supported by a wide range of school trips, including to a local castle and a Roman villa, and Forest School work which teaches pupils about their relationship with nature. Pupils who talked to the inspectors said they enjoyed their subjects and the wider experiences offered by the school.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to consider and value other people's opinions, feelings and identities. The school prepares pupils for future life through initiatives such as its 'junior savers club', which encourages pupils to save and budget. The school council develops pupils' understanding and practice of democracy. The school's good work in promoting equal opportunities and working against discrimination was seen in an assembly and in the nature of pupils' behaviour towards one another.
- Sport premium funding is spent effectively on developing teachers' confidence and expertise in aspects of physical education, such as gymnastics. It is also spent well on enhancing pupils' competitive engagement in sports through tournaments and other events run with local schools.
- The school works and communicates very well with parents. For example, the school has run well-attended workshops for parents to help them support their children's learning in reading, spelling and mathematics at home.
- The school's safeguarding arrangements are thorough and meet statutory requirements. Staff and governors receive up-to-date training that helps them ensure the effectiveness of the school's work in this area.
- The local authority has monitored and supported the school, including through giving training to governors and staff, and checking the accuracy of the school's assessments of children and pupils.
- A very large majority of parents who offered an opinion thought that the school was led well.
- **The governance of the school:**
 - The governing body's checks on the school's work are well organised and systematic. Governors engage in regular dialogue with subject leaders and scrutinise data about pupils' achievement carefully and with understanding. They check the quality of teaching carefully through a range of measures, including visits to see teaching and pupils' work for themselves. Governors check that performance management is used well to improve teaching, and that teachers get sufficient support to help them develop their practice. They check that the school's finances are spent effectively. Governors share the headteacher's high expectations.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils take pride in their achievements, their work and their school. They demonstrate positive attitudes to learning, which contribute to the progress that they make.
- Pupils typically concentrate well in lessons, although a small number of pupils can lose focus when teaching is less effective. They work and play happily and cooperatively. Pupils are well behaved in the playground, during lunchtime and when travelling around the school. They are courteous, respectful and friendly towards adults and each other.
- The school's use of 'buddying' systems, which involve older pupils looking after younger ones, promotes caring behaviour and a sense of responsibility.
- The school manages pupils' behaviour effectively, and communicates well about behavioural expectations. School records show very few incidents of poor behaviour or bullying over time, and that any incidents that have occurred have been responded to well by the school.
- The school's work to keep pupils safe and secure is good. Pupils are taught about risk assessment and keeping safe in different situations. E-safety is promoted effectively, although the school is aware that it could further develop its work in this area. The school teaches pupils how to guard against bullying, including cyber bullying and other forms of mistreatment. Pupils who talked to the inspectors said they felt safe in the school and that there were 'no problems' with bullying.
- Attendance has improved over time and is now in line with most other schools. This is because of the school's clear expectations of good attendance.
- An overwhelming majority of parents who offered an opinion thought that the school kept their children safe and managed pupils' behaviour well.

The quality of teaching is good

- Teaching in the school has improved over time. Most teaching across the school is now good, and some is outstanding. As a consequence, pupils' achievement has strongly improved, especially in mathematics in Key Stage 2. These are the key reasons why the quality of teaching is good.
- While most teachers have high expectations of their pupils, some teachers' expectations of what pupils can achieve in writing can be too low. As a result, pupils' progress in writing is sometimes too slow. This is one reason why the quality of teaching is not outstanding.
- Most teachers give pupils, including the most able, high levels of challenge. However, some teachers do not always ensure that the work given to the most able pupils stretches them sufficiently. This is another reason why the quality of teaching is not outstanding.
- Pupils typically enjoy their learning and show high levels of concentration and engagement in their lessons, although they can occasionally lose focus when faced with weaker teaching.
- Teachers and pupils relate together well. They treat each other respectfully. Teachers value their pupils highly.
- Teachers use their assessment of pupils' learning and achievement effectively. They make checks on pupils' progress in lessons carefully. Teachers use their understanding of pupils' abilities and needs to plan their next steps in learning well.
- Teachers' verbal and written feedback to pupils gives them clear advice about how to progress further. Pupils are aware of what they need to do to improve their work.
- Teaching assistants are deployed well to support pupils, including those with disabilities or special educational needs, and those eligible for additional funding. They contribute effectively to the progress that pupils make.
- An overwhelming majority of parents who offered an opinion thought that their children were taught well.

The achievement of pupils is good

- Last year's Key Stage 1 and Key Stage 2 pupils achieved results in reading, writing and mathematics above the most recent national averages. Pupils' results in Key Stage 1 have remained high over time, while pupils' results in Key Stage 2 strongly improved over the previous year. This is a key reason why the achievement of pupils is good.

- Pupils' progress has also improved rapidly, especially in mathematics in Key Stage 2. Pupils now make good progress across much of the school. This is another key reason why the achievement of pupils is good. However, there are still a few instances where progress in writing is not consistently good. This is why the achievement of pupils is not outstanding.
- Children enter the Early Years Foundation Stage with skills below what is typically expected for their age. They make good progress and by the end the year are well prepared for Year 1.
- The school's results of the national screening check in phonics (linking letters to the sounds they make) have improved rapidly over time. The most recent phonics scores are higher than the most recent national averages.
- The most able pupils make good progress across much of the school. They attain high standards in all subjects. The percentages of pupils achieving results at the higher levels in reading, writing and mathematics are above the most recent national averages.
- The attainment of disabled pupils and those with special educational needs, including those who attend the special support unit, is lower than that of other groups of pupils, and reflects their starting points and the nature of their needs. However, disabled pupils and those with special educational needs, including those who attend the special unit, typically make progress in line with, or better than, other pupils. Their achievement has improved over time.
- The school is successfully narrowing the gap in attainment between pupils eligible for additional funding and other pupils. There are currently gaps in performance of approximately two terms in mathematics and one term in English at the end of Key Stage 2. Sometimes eligible pupils are making faster progress than others in the school.
- An overwhelming majority of parents who offered an opinion thought that their children made good progress.

The early years provision

is good

- Children enter the Early Years Foundation Stage with skills below those typically expected for their age. They make good progress and by end the year are well prepared for Year 1. The percentage of children finishing the Reception year with a good level of development is high and has improved over time. These are the key reasons why the early years provision is good. However, these achievements have not been sustained over time sufficiently enough for early years provision to be outstanding.
- Staff ensure that children settle into school quickly and feel safe. Teachers and teaching assistants quickly develop warm relationships with the children and look after them well.
- The indoor and outdoor classrooms are attractively presented, safe, and well used. Children are enabled to choose activities that help them make progress across all areas of learning. Children show consistently high levels of concentration and engagement.
- Teachers and teaching assistants engage children in high-quality and stimulating dialogue that helps develop their thinking and reflection.
- Adult-led teaching, including the teaching of phonics, is focused and effective.
- Children behave well towards one another, including towards children with disabilities or special educational needs. They explore activities and play happily with each other.
- Staff make checks on children's achievements and needs constantly and accurately. The school makes very effective use of an online learning journal to involve parents in assessment and keep them informed.
- The early years leader and other staff evaluate the effectiveness of the early years provision well, and use their understanding to bring about improvements. An increasing percentage of children attain a good level of development as a result.

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	125921
Local authority	West Sussex
Inspection number	443831

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Suzanna Troy
Headteacher	Alesa Henham
Date of previous school inspection	20–21 January 2011
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