

# Park Wood Junior School

Deanwood Drive, Rainham, Kent, ME8 9LP

**Inspection dates** 17–18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils make good progress in English and mathematics because of good teaching.
- Teaching is strong in English and improving rapidly in mathematics. Teachers know their subjects and move learning on at a good pace.
- Teaching assistants work well with teachers to plan effective support programmes for individual pupils, especially those with disabilities and special educational needs.
- Pupils attend school regularly and are caring towards each other. They feel safe and behave well around the school and in lessons.
- The leadership team, including the governing body, work effectively together to check pupils' progress and improve the quality of teaching.
- Pupils enjoy learning because the curriculum is interesting and creative.
- Members of the governing body have worked closely with leaders to secure improvements in mathematics and, as a result, pupils are making better progress.

### It is not yet an outstanding school because

- Teachers do not consistently check pupils' understanding during lessons to provide harder work if necessary, especially in mathematics.
- Pupils do not get enough time to reflect and respond to comments from feedback given by teachers.
- Assessment systems do not consistently provide enough detail about pupils' progress to enable teachers to plan work that is hard enough for all pupils.

## Information about this inspection

- The inspection team observed 17 lessons, of which six were joint observations with the headteacher and deputy headteacher. There were also short visits to lessons.
- Meetings were held with the School Improvement and Challenge Partner from the local authority and members of the governing body.
- Inspectors considered parents' and carers' views of the school through discussions and the 34 responses to the online questionnaire (Parent View). There were also discussions with pupils and staff.
- The team examined a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation. They looked at attendance figures, pupils' work, the school's improvement plan and behaviour records

## Inspection team

Janice Williams, Lead inspector

Additional inspector

Carol Vant

Additional inspector

Val Ives

Additional inspector

## Full report

### Information about this school

- The school is a larger than average junior school; the proportion of girls on roll is below the national average.
- The proportion of pupils known to be eligible for additional support through the pupil premium is below the national average. This funding is provided to support pupils entitled to free school meals, amongst others.
- The majority of pupils are White British and few speak English as an additional language.
- The proportion of pupils with disabilities and special educational needs supported at school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative provision.

### What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by ensuring that teachers:
  - regularly check pupils' understanding in lessons to provide harder work for pupils when necessary, especially in mathematics
  - provide quality time for pupils to reflect and respond to comments from feedback.
- Accelerate all pupils' achievement by improving assessment systems so that they give a more detailed picture of pupils' individual progress, to enable teachers to plan work that is hard enough for all pupils.

## Inspection judgements

### The achievement of pupils is good

- Most pupils make good or better progress in English and mathematics with only a few not doing as well as they could, especially in mathematics.
- Pupils enter the school with attainment that is generally similar to the national average. By the time they leave the school at the end of Year 6, their attainment is generally above average, although there was a dip in 2012 because less-able and middle-ability pupils did not make the progress expected of them in mathematics.
- This weaker progress has been addressed and the current Year 6 is making rapid progress in both English and mathematics because teaching is strong and most lessons are carefully planned using information from pupils' assessment to develop their knowledge and skills.
- This rate of progress is not yet entirely consistent throughout the school. In Year 5, for example, progress is not as rapid in writing and mathematics because of inconsistencies in teachers' assessment.
- As a result of excellent guidance and support, most pupils in receipt of the pupil premium funding, including those eligible for free school meals, make as good or better progress in reading, writing and mathematics than their peers in most year groups. As a result, their attainment, as measured by average points scores, compared favourably to all pupils nationally.
- Boys and girls make similar progress as they move through the school. While there is a greater proportion of boys than girls in the current Year 4, both groups make good progress in reading, writing and mathematics because of interesting themed days and activities that engage their interest beyond the classroom.

### The quality of teaching is good

- The quality of teaching is securely good in English and improving strongly in mathematics. Teachers are very knowledgeable about their subjects and most lessons move at a brisk pace.
- In lessons, pupils are given many opportunities to work independently and to develop their knowledge and understanding through self- and peer-assessment. However, in some lessons, in mathematics especially, teachers do not check pupils' understanding frequently enough and, if necessary, provide harder work for some.
- In most lessons, teachers plan lessons that are appropriate to pupils' abilities, especially in English and mathematics, because pupils are taught in groups that relate to their abilities. The activities are well sequenced to engage all learners, and teachers ask questions that allow pupils to explore and extend their understanding. However, school assessment systems do not consistently provide a detailed picture of individual progress, and this is sometimes a barrier to ensuring that work is always hard enough for all pupils.
- In the outstanding lessons seen, pupils were engaged in the activities, plans were adjusted to meet the needs of all learners and pupils were keen to participate and contribute to their own learning. As a result of effective questioning and ongoing assessment by teachers, pupils were given sufficient opportunities to practise their skills in order to secure their understanding so that they were confident in working independently.
- Pupils' books are marked regularly, but pupils are not always given enough time to reflect and respond to comments from teachers.
- Teachers develop pupils' reading skills well and, as a result, most pupils become enthusiastic readers who can read fluently. Year 6 pupils are prepared well for the next stage of their education as the reading skills they learn enable them to enjoy good literature and appreciate different texts. In other year groups, guided reading sometimes only focuses on

pupils' reading for meaning and developing their decoding skills, and there are not enough opportunities for pupils to explore the structure of texts and the writer's use of words to create interest and engagement.

- Teaching assistants offer extensive support to disabled pupils and those with special educational needs, and are involved in strategies for accelerating their academic performance. They work well with teachers to plan an effective support programme for pupils after they have identified an area of need. Consequently, disabled pupils and those with special educational needs make similar progress to their peers and are very confident learners.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour is sometimes exemplary around the school and in lessons, and is otherwise typically good. Occasionally, behaviour is not as good because lessons do not engage pupils and, as a result, a few fidget or lose interest.
- There are exceptionally good relationships between staff and pupils and, in most lessons, this creates a friendly, buzzing learning atmosphere where pupils are not afraid to make mistakes and seek help from their peers to further their learning.
- All staff work effectively as a team to ensure that pupils' well-being and learning are enhanced. As a result, pupils enjoy coming to school and their attendance is above the national average.
- In lessons, pupils work well together in group activities and willingly ask their peers to explain solutions or help them solve problems.
- Pupils all praise the reward systems in the school. They speak positively about the house and 'credit card' systems. Pupils are responsible for their 'credit card' and collect numerous credits for behaving in a responsible and helpful manner. They enjoy the weekly shop where they have the opportunity to trade-in their credits for quality 'fun' time spent with staff during lunchtimes. As a result, pupils become mature learners as they pass through the school. During the inspection, the most popular activity for pupils was signing up to play Monopoly with the headteacher.
- The curriculum provides many opportunities for pupils to develop their information and communication technology (ICT) skills through research, presentation and emailing. Pupils have created e-safety posters, and know the appropriate websites to use for research.
- Pupils have a clear understanding of the different types of bullying, including homophobic behaviour, because they have regular assemblies on different topics relating to bullying. They say that they feel safe at school and the few incidences of bullying are dealt with effectively by staff.
- The parents and carers interviewed and those who responded to Parent View say pupils are happy, safe and well looked after at school.

### **The leadership and management** are good

- Leaders work as a collaborative team to systematically check the quality of teaching, pupils' progress and the effectiveness of the curriculum in engaging pupils and meeting their needs.
- Self-evaluation is accurate and is used effectively to bring about improvement in the school by focusing on improving weaker areas. For example, following the dip in performance in mathematics, a renewed focus on this aspect has rapidly improved teaching and progress in the subject.
- Although pupils' progress is monitored regularly, assessment systems do not always show individual progress in sufficient detail. As a result, teachers are not using this information

consistently to plan work that is hard enough for all pupils.

- Since the previous inspection, leaders have worked hard to improve the curriculum and provide pupils with a balanced range of creative activities that bring about real-life relevance through themed days, theme weeks, educational visits and external visitors. This has enhanced pupils' spiritual, moral, social and cultural development, which is promoted well throughout the school.
- There are good procedures in place to develop staff and improve their performance through various training programmes and collaborative work with other schools. This is allied to an effective system of performance management which links pay progression closely to teachers' performance.
- From September 2012, leaders have worked closely with the local authority's School Improvement and Challenge Partner to sharpen their judgements on the quality of teaching and review assessment at Year 3 entry. Consequently, there is now greater understanding of transition planning which results in a more accurate match of assessment and accelerated learning.
- The pupil premium funding is used to provide effective support programmes for vulnerable pupils. The support includes in-class guidance and assistance from teaching assistants, counselling, bridging group for Year 6 mathematics pupils and numeracy booster groups. As a result, pupils are now making better progress in mathematics.

■ **The governance of the school:**

Members of the governing body are involved in the work of the school. They are aware of the school's strengths and have effectively monitored pupils' progress in mathematics. They know that the 2012 cohort made slow progress in mathematics and have ensured that the best teaching practice identified in literacy is also transferred to the teaching of numeracy. They are knowledgeable about performance data and how the school compares with other schools nationally. Governors have improved their monitoring and have effectively supported the leadership team in ensuring that there is a more purposeful performance management system for both teachers and leaders. They have been given a clear overview of what is provided for teachers, including pay discussions, future impact and current pay progression. They carefully monitor the pupil premium funding and ensure that it is used to provide effective support programmes for vulnerable pupils. Governors have ensured that all safeguarding requirements are fully met and effective.

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## 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

<b>Unique reference number</b>	118471
<b>Local authority</b>	Medway
<b>Inspection number</b>	403346

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bernard Hargan
<b>Headteacher</b>	Alex Moir
<b>Date of previous school inspection</b>	13 September 2007
<b>Telephone number</b>	01634 234699
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