

Park Street CofE Primary School

Inspection report

Unique Reference Number	110837
Local Authority	Cambridgeshire
Inspection number	325235
Inspection date	11 May 2009
Reporting inspector	David Wynford-Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	116
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Gregory Stuart
Headteacher	Mrs Gillian Owen
Date of previous school inspection	25 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lower Park Street Cambridge Cambridgeshire CB5 8AR
Telephone number	01223 576922
Fax number	01223 566705

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

- The progress made by children in the Early Years Foundation Stage.
- The expectations for all, but particularly the more able pupils, in writing and mathematics in Years 1-6.
- The effectiveness of the school in raising standards in science.
- How well assessment is used to enhance learning.

Other aspects of the school's work were not investigated in detail, but inspectors 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 is a smaller than average primary school. Most of the pupils are of White British heritage. Although there are growing numbers of families from other countries, the vast majority are fluent English speakers. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The vast majority of pupils come from favourable home backgrounds. A significant number of the pupils' parents work or study at the university. The school has gained the Information Communication Technology ICT Mark and the International and Healthy School Awards.

The headteacher took up the position at the start of the summer term 2009. There has been a complete change in the teaching staff since September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school that rightly has a good reputation locally. It provides good value for money. Parents are very complimentary about provision. One wrote: 'We are very happy with every aspect of the school, the teaching, behaviour and the wonderful sense of community both within the school and in the wider community'. The school contributes well to community cohesion because of its effective strategy for involving parents in their children's education and its close links with local residents, the church, colleges and businesses.

The school has undergone significant changes in the staffing in the last two years. All teaching staff are recent appointments. Teachers are gelling well as a team and are committed to ensuring the pupils receive a stimulating education. Overall, the quality of teaching and learning is good. Lessons are generally conducted at a quick pace and engage the pupils' interests. Pupils, particularly those who find learning difficult, are supported effectively by able and enthusiastic teaching assistants. This enables these pupils to make progress similar to their peers. Teachers make good use of electronic whiteboards to enhance learning. Staff are increasingly using assessment information to inform their planning and to set targets for improvement. However, there are variations between classes. In some lessons, the work is not sufficiently diverse to cater for the needs of, and to challenge, pupils of different abilities. In these lessons, the expectations of the teacher and some pupils are not high enough.

Nevertheless, pupils' achievement is good. Attainment on entry to the Early Years Foundation Stage is generally in line with expectation for this age group although there are variations from year to year because of the small size and make up of each cohort. Pupils make good progress as they move through the school. In 2008, standards at the end of Year 6 were above average in English, mathematics and science. However, standards in mathematics were not as high as those in English and science. This to some extent is because the school had focused specifically on raising standards and achievement in writing and in science. In the current Year 6, standards are a little lower than in 2008. Nevertheless, these pupils have made good progress from the end of Year 2. Standards in English and science remain slightly higher than those in mathematics. At the end of Year 2, mathematics also tends to be a relative weakness. Standards in reading and writing are consistently above those in mathematics. This is mainly because pupils' knowledge and use of a wide range of mathematical vocabulary and their ability to undertake mental calculations and investigations are underdeveloped. Throughout the school, pupils tend to make better progress in their reading and generally attain well above average standards by the end of Year 6.

Pupils' personal development is good. It is promoted through an effective curriculum which is enhanced by a wide range of clubs, trips and residential visits. The pupils have a good understanding of healthy living. They know how to stay fit and eat healthily. They know about staying safe and feel safe in school. They contribute well to the school community by acting responsibly in the restricted playgrounds and acting as school councillors. Spiritual, moral, social and cultural development is good. Pupils are developing a good understanding of other cultures through music, art, educational visits to local places of interest and links with schools in other countries. Children show a good awareness of right and wrong, and they respect the views of others. Their behaviour is good. Although the pupils really enjoy school, their attendance is only broadly satisfactory. This is because too many children go on holiday during term time. Pupils' good achievement and their confident manner prepare them well for the next stage of their education.

The newly appointed headteacher, in the short time she has been in post, has gained good understanding of the school's strengths and areas for development. She has a clear view of what the school needs to do to improve. She has already contributed to enhancing provision in the Early Years Foundation Stage and to further developing assessment procedures within the school as a management tool. Throughout the staffing changes, the governors have provided good support and challenge. They have ensured the pastoral care for pupils is good. The school meets the statutory requirements for safeguarding and protecting children. The effective leadership and management of the headteacher and the governing body, coupled with the dedication of the staff, provide the school with good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children enter the Reception class with skills that are in line with those expected for their age. The majority have nursery experience elsewhere and settle quickly into school routines. The vast majority make good progress in all areas of learning. Attainment by the end of the Reception class is rising and is now above that found nationally. This is because of recent improvement in provision.

The relationships between children and between adults and children are good. The children are well cared for. They feel safe and enjoy their learning. The children behave well and most sustain good levels of concentration when working and socialising with each other. Their personal development is good.

The curriculum offers a good balance between a range of academic and practical activities. These are well matched to children's needs and abilities and provide suitable challenge. There is a good balance between adult led and child initiated activities. The outdoor area has been significantly improved since the last inspection. Equipment has been purchased and the area covered. The children are provided with good opportunities to move freely between the two areas to work and play. The school is aware that further resources are needed to enhance this provision.

Leadership in the Early Years Foundation Stage is good. The headteacher provides effective support to the relatively recently appointed coordinator. Together they are bringing in new ideas that have already impacted positively on the learning environment. They have a clear vision of how provision can be further enhanced. Ongoing assessment is thorough. The information is increasingly being used effectively to inform future learning, to track the children's progress and to identify and target children who require additional support.

What the school should do to improve further

- Raise standards and improve pupils' achievement in mathematics.
- Raise expectations by extending and embedding assessment procedures.
- Ensure lessons are suitably differentiated to provide challenge for all pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	2
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

12 May 2009

Dear Pupils

Inspection of Park Street Church of England Primary, Cambridge, CB5 8AR

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school. Throughout the day, you behaved well and you demonstrated that you are keen to take responsibility. You have a good understanding of healthy living and know a lot about being safe. We were impressed by your good contribution to the school community. You show respect for each other and play safely in the restricted space in your playgrounds.

Your school provides you with a good education. You make good progress as you move through the school. By the end of Year 6, your achievement is good. The standards you reach in English, mathematics and science are usually above those reached in most schools. You have recently made a lot of improvement in your English and science but the rate of progress in mathematics is not as quick. To help you to reach higher standards we have asked your headteacher and teachers to concentrate on raising standards in mathematics. We have also asked them to ensure all your lessons are planned to meet the different ranges of abilities in each class. We have suggested that they can do this by making greater use of the information they have on how well you are doing.

We know you will play your part and want to do well. Good luck for the future.

With best wishes

David Wynford Jones

Lead inspector