

Parlaunt Park Primary School

Inspection report

Unique Reference Number	109935
Local Authority	Slough
Inspection number	378013
Inspection dates	9–10 November
Reporting inspector	Philip Scull

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	547
Appropriate authority	The governing body
Chair	Julie Ashford
Headteacher	Tara Moran
Date of previous school inspection	14–15 July 2009
School address	Kennett Road Langley Slough SL3 8EQ
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons and observed lessons by every teacher. They held meetings with the headteacher, staff, members of the governing body and pupils. They observed the school's work, and looked at self-evaluation documentation, work in pupils' books, the school development plan, minutes of meetings held by the governing body and records of pupils' progress as well as other documents. They scrutinised 141 questionnaires returned by parents and carers, as well as questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do teachers use assessment to plan lessons matched to pupils' needs?
- The effectiveness of action taken to improve attendance.
- How recent improvements to the school have contributed to provision and outcomes for children in the Early Years Foundation Stage.
- How effectively leaders and managers at all levels, including the governing body, contribute to school improvement?

Information about the school

Parlaunt Park is a much larger than average primary school that is currently having major work undertaken to enlarge the building following a change to a three-form entry school in 2009. In the Early Years Foundation Stage there is a Nursery, which children attend part time and three Reception classes. There are three classes in Years 1 to 3, and two classes in subsequent year groups. Just under half the pupils are White British and just over a quarter of pupils are of Asian or Asian British, Indian or Pakistani heritage. There are smaller proportions of pupils from a wide range of other minority ethnic groups as well as a small group of Romany children. The proportion of pupils with learning difficulties and/or disabilities is above average. Most of these pupils find learning hard or have speech, language and communication difficulties. Just under a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. There is a breakfast club and an after-school club managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that has improved much in recent years despite extremely disruptive building work. The determined and effective headteacher and her dedicated team of staff have managed this situation well so that pupils' learning and progress has not been affected. Parents and carers are appreciative of the work of the school. One wrote 'My child is provided with good care, attention and an excellent education; I am very content with his progress.' Pupils enjoy their lessons and the wide range of clubs and opportunities available to them. Relationships and behaviour are good resulting in a learning environment where pupils feel confident and eager to participate in lessons and the wider life of the school. The good care, guidance and support ensure effective support for pupils at an early stage of learning of English, and for those with special educational needs and/or disabilities. Pupils make an outstanding contribution to the school and wider community and the school's promotion of community cohesion is excellent.

The two most important factors in the improvements made by the school are the focus on teaching and learning and the systematic use of data to track and check pupil progress. The monitoring of teaching and learning is rigorous and has been used effectively to develop staff skills so that teaching is good. Training in the use of assessment data has enabled teachers and senior leaders to carefully monitor all pupil progress and rapidly provide appropriate and targeted support for groups seen to be progressing too slowly.

Children make good progress in the Early Years Foundation Stage. The Nursery and Reception classes provide a well planned active curriculum that develops early learning skills effectively. Attainment at the end of Year 6 is above average in English and mathematics and pupils' achievement is good. Although pupils make good progress, it is swifter in the last three years of Key Stage 2 due to the high quality of the teaching they receive. There are inconsistencies in the strength of teaching across the school with regard to matching work to individual need, particularly for higher attainers, the use of success criteria and in pupils following up marking comments in their books.

Weaknesses in governance identified last year in a monitoring visit have been responded to with zeal and governance is now satisfactory. While the governing body are far more proactive and challenging, the actions taken are too recent to show impact. The governing body are enthusiastic and keen to undertake training in the role but many are relatively new. Scrutiny of minutes of meetings indicates that

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not all members understand the difference between the strategic management of the school, which they are responsible for, and the headteacher's responsibility for day-to-day management. The separation of responsibilities is not sufficiently clear.

A purposeful learning culture has been established that has involved all members of staff, resulting in a strong focus on improvement. Staff at all levels show a desire and willingness to develop their practice and, as a result, outcomes for pupils have improved. Self-evaluation is accurate and has been effective in raising achievement. The development plan identifies appropriate priorities with specific targets linked to pupil outcomes. Monitoring procedures are systematic and rigorous and have proved effective in improving and maintaining outcomes for all groups of pupils. For these reasons, the schools' capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve the consistency of teaching so that all lessons are good by:
 - matching work more closely to individual need, particularly for higher attainers
 - consistent use of success criteria so that pupils know what they need to achieve by the end of the lesson
 - ensuring marking comments and corrections are followed up by pupils.
- Improve governance by:
 - providing training on the strategic role of the governing body
 - writing a school policy that clearly establishes boundaries between strategic management and day-to-day management so that responsibilities are clarified.

Outcomes for individuals and groups of pupils

2

When children join the school, their skills are broadly typical for their age. Achievement has improved significantly since the previous inspection and is now good. Pupils make good progress in English and mathematics and attainment by the time they leave Year 6 is above average. It is clear from the school's current data, evidence seen in lessons and in pupils' work, that recent above average attainment is on track to be maintained. Pupils know their targets and know what they need to do to move on to the next stage of learning. Work in pupils' books and data confirm that most groups of pupils, including those with special educational needs, and those with English as an additional language make good progress. Pupils of Asian or Asian British, Indian and Pakistani heritage make good progress and achieve highly. The progress of White British boys is slower and this is something the school has identified and has put measures in place to improve. The progress and attainment of Romany children is less secure due to poor attendance. Higher attainers do not always have work that is sufficiently challenging. The personal development, confidence and standards achieved by learners equip them well for their future

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economic well-being, even though attendance is only satisfactory.

Classrooms provide a safe, caring and attractive learning environment. Pupils behave well in lessons and around school and they are polite and courteous. In an outstanding lesson in Year 4, pupils engaged enthusiastically in dramatic role play, following stage instructions with great accuracy and gusto, with every single child contributing and completely absorbed. High levels of concentration and focus on task were a feature in lessons seen. This was very evident in an impressive Year 6 lower set literacy lesson where all pupils used a wide range of descriptive language and literary techniques in their writing and produced work of good quality.

Every pupil spoken to said they enjoyed school and liked their teachers. This positive attitude is a significant factor in their learning and self-development. There is a real sense of community and mutual respect that inspires confidence in pupils. They are given many opportunities to take on responsibility and the school council is representative of all groups. Pupils make an outstanding contribution to the community, such as their involvement in designing the school website, the 'Take a Tenner' challenge and 'The Slough Story' tourism project. The pupils' spiritual, moral and cultural development is good. They have a secure understanding of the difference between right and wrong and show respect and tolerance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved since the last inspection due to the emphasis that has been

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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placed on professional development and identifying key features of good teaching. All teachers are regularly observed and given developmental feedback. They work in pairs to coach each other. During the inspection all teachers were very receptive to feedback after lessons and showed a genuine desire to improve. There is consistent use of learning objectives at the start of each lesson, the pace of learning is good and effective questioning challenges pupils’ thinking and advances learning. Teaching assistants contribute well to the quality of learning especially with their support for the least able pupils and those in the early stages of learning English. There are inconsistencies in the tailoring of work to individual need and involving pupils in identifying what they need to do in a lesson to meet the learning intention.

The school has recently adopted the International Primary Curriculum and there is an effective cross-curricular approach. Lessons are planned to have a ‘Wow’ factor, such as a lesson seen in Year 2 where the pupils’ classroom had been transformed into a French street café with menus and a wide selection of French food served by child waiters and waitresses. The school has coped very well with the limited space and access to resources during the extensive building work. The curriculum coordinator has a clear vision for the development of the curriculum. However, there is insufficient focus on the long term overview of the curriculum to ensure continuity of learning experiences. Provision for science in the school has improved so that there is better progression and more opportunities to use investigative skills. Drama and music are strengths of the school and pupils enjoy the wide range of clubs that are provided for them. Residential trips further enhance pupils’ learning and personal development.

The school cares for, guides and supports pupils well. Strong links with support agencies ensure that pupils whose circumstances may make them vulnerable and their families receive the support they need to engage in education. Pupils are known as individuals and show great confidence in staff. Those pupils that join from other schools have their needs quickly assessed and are well supported so that they make good progress. Academic guidance does not always ensure that pupils follow up ways to improve their work identified in teachers’ marking. The breakfast and after-school clubs effectively support working parents and their families in a caring environment. The school does all it can to promote attendance amongst all groups although it is satisfactory overall. Transition arrangements into secondary school are effective in ensuring the switch is made as smoothly as possible.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher provides a strong sense of direction for the school. She is well supported by her leadership team and other leaders. Together, they have taken decisive action to enhance provision and raise attainment for all groups of pupils. This improvement combined with the strong community ethos in the school demonstrates the good emphasis that the school places on promoting equal opportunities and tackling discrimination. There are frequent timetabled meetings between managers and class teachers to analyse pupil performance, individually and by groups. Detailed assessment information is effectively used to hold teachers to account. Use of data is well established in the school and the excellent training of all staff by the deputy headteacher responsible for assessment has impacted considerably upon expectations and outcomes. Robust self-evaluation systems are transparent and effective in securing improvements.

The enthusiastic governing body, the majority of whom are recently appointed, have taken robust steps over the last year to improve their monitoring of performance and hold leaders to account. However, minutes of meetings indicate too much emphasis on the day-to-day management of the school rather than on a strategic overview.

The school has maintained exceptional links with the local community and at national and international levels. Pupils have an excellent knowledge and awareness of people from different cultures and backgrounds, locally, nationally and internationally. The school engages effectively with parents and carers and the 'Parent Forum' provides good stakeholder participation in policy making and decisions.

Safeguarding policies and procedures are secure and regularly reviewed so that adults and pupils have a good understanding of safety issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for	2

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money

Early Years Foundation Stage

The Early Years Foundation Stage is well led and managed and contributes significantly to the good progress children make in all areas of learning. Children are very well cared for and are happy and safe. They behave well and enjoy good relationships with adults and with other children from a range of backgrounds. Activities are well planned because staff use assessment effectively to offer interesting and challenging experiences. There is a good balance of activities which are child initiated and those led by adults. Leaders acknowledge that there is a need to further develop the use of the indoor and outdoor environment. Clear priorities for improvement have been identified based on current assessment and the new building work. Children enjoy their learning and most make good progress towards meeting their learning goals. Issues regarding the underachievement of some children of minority ethnic heritage and the development of boys’ writing skills are being addressed effectively. Good partnerships with parents and carers contribute to the good progress that children make in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Just over a quarter of parents and carers responded to the questionnaire. Parents are overwhelmingly supportive of almost all areas of the schools work and confirm the enjoyment their children experience at school. Almost all written comments were positive and were appreciative of the way that the headteacher and staff have coped with the difficulties caused by the building work. Many of the comments praised the leadership of the headteacher and mentioned the excellent relationships in the school between staff and pupils that were also noted by inspectors in lessons and around school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parlaunt Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 141 completed questionnaires by the end of the on-site inspection. In total, there are 547 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	68	42	30	1	1	1	1
The school keeps my child safe	77	55	62	44	0	0	1	1
The school informs me about my child’s progress	56	40	74	52	8	6	1	1
My child is making enough progress at this school	54	38	83	59	3	2	0	0
The teaching is good at this school	70	50	68	48	0	0	0	0
The school helps me to support my child’s learning	58	41	78	55	4	3	0	0
The school helps my child to have a healthy lifestyle	61	43	77	55	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	34	74	52	2	1	0	0
The school meets my child’s particular needs	54	38	77	55	4	3	0	0
The school deals effectively with unacceptable behaviour	56	40	77	55	4	3	0	0
The school takes account of my suggestions and concerns	50	35	73	52	7	5	0	0
The school is led and managed effectively	70	50	63	45	0	0	0	0
Overall, I am happy with my child’s experience at this school	78	55	60	43	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



11 November 2011

Dear Pupils

Inspection of Parlaunt Park Primary School, Slough, SL3 8EQ

Thank you for the warm welcome that you gave to us when we visited your school recently. Your school has so much building work going on but we think that you and the staff at Parlaunt Park have coped brilliantly. When all the work is finished, I am sure you will have a wonderful new building that will contribute to the pride that you show in your school. Your school is good because it has improved teaching, resulting in the strong focus on good achievement seen in lessons and in your books. Your teachers carefully check your progress so that they can give you help quickly if you start to fall behind. Your attainment by the end of Year 6 is above that of most schools and you should feel proud of that. You should also feel proud of the great awareness of different cultures and communities both in Britain and abroad that you show. Your involvement and work with the local community is excellent.

We were very impressed by your good attitudes to learning and your behaviour in lessons. We saw many good and some outstanding lessons as well as some that were satisfactory. We have asked your teachers to try and make sure that all the lessons are good in every year of the school. In some lessons, not all pupils were challenged sufficiently and it was not always made clear what you needed to do in order to be successful. The improvements your teachers draw attention to when marking your work are not always followed up. You can help by carefully reading the marking comments and making sure you do what they suggest.

The staff and managers at your school, including the governing body, are working hard to make your school even better. We have suggested it would be useful to make sure that the governing body and senior staff are completely clear about their responsibilities and how they can best contribute their skills so that everyone can move the school forward together. You can help by suggesting ways that you think the adults managing the school can improve it.

Thank you for all your help with our visit.

Yours sincerely

Philip Scull
Lead Inspector

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