

Park Mead Primary School

Park Drive, Park Mead Estate, Cranleigh, GU6 7HB

Inspection dates 29– 30 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- The headteacher, ably supported by the deputy headteacher, has skilfully led the school through a period of rapid improvement. They are determined to move the school forward towards becoming outstanding.
- They have worked tirelessly and successfully to address all areas for improvement identified at the previous inspection. A good team of senior leaders share the same focus on raising standards for all pupils.
- Governors have a clear understanding of their role and ensure they are well informed about the work of the school. They hold senior leaders fully to account.
- Teaching has improved significantly since the previous inspection. Consequently, attainment is rising in all subjects throughout the school.
- Pupils achieve well in all year groups. By Year 6, their attainment is above average in reading, writing and mathematics.
- Children in Reception make good progress because they are given stimulating learning opportunities. They make excellent progress in phonics (the sounds linked to letters).
- Pupils behave exceptionally well at all times. They are very keen to learn and to do well. They are polite and well mannered, and show adults and each other great respect.
- The safety and welfare of pupils is of the highest priority for staff and governors. Pupils say they feel safe, and parents agree.
- The promotion of pupils' spiritual, moral, social and cultural development is excellent.
- The rich curriculum gives pupils good opportunities for developing their academic, creative, practical and sporting skills. It inspires pupils to learn. Pupils are given excellent learning opportunities in music.

It is not yet an outstanding school because

- Teaching is not strong enough to make sure pupils make outstanding progress over time.
- At times, teachers give lower-attaining pupils work that is too difficult. On these occasions, teachers do not check their understanding well enough to plan work which is adapted to pupils' needs.
- Teachers' marking does not always precisely identify pupils' next steps in their learning, and pupils do not always get chances to learn from teachers' comments.

Information about this inspection

- Inspectors observed teaching in 21 lessons, nine of which were visited jointly with the headteacher or other senior leaders.
- Inspectors listened to a sample of pupils read in Key Stages 1 and 2.
- Meetings were held with senior leaders, the local authority representative, middle leaders and eight governors, including the Chair of the Governing Body.
- Inspectors met with groups of pupils to gain their views of the school and spoke informally to them at break and lunchtime.
- The inspection team looked at a range of documentation including: samples of pupils' work to evaluate their progress and the quality of teachers' assessment and marking; progress and attainment data; the school's self-evaluation and development plan; safeguarding information; behaviour and attendance records; and the governing body minutes.
- Inspectors considered parents' views of the school through informal discussions before school and the 90 responses to the Ofsted online questionnaire (Parent View). The inspectors spoke to staff during the inspection and took account of the 18 responses to the staff questionnaire.

Inspection team

Eileen Chadwick, Lead inspector	Additional inspector
Suzanne Cawson	Additional inspector
Clementina Olunfunke	Additional inspector

Full report

Information about this school

- Park Mead Primary is larger than the average-sized primary school, although slightly smaller than when previously inspected.
- There are two parallel classes in Reception and in Years 1 to 6.
- Children in the early years are in the Reception classes. Children attend Reception full time.
- Most pupils come from White British backgrounds. Very few pupils speak English as an additional language.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals and children who are looked after) is average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has had two monitoring visits by one of Her Majesty's Inspectors (HMI) to examine the progress the school was making towards becoming a good school. The second visit was on 23 June 2014.

What does the school need to do to improve further?

- Accelerate pupils' progress by improving teaching by ensuring that:
 - teachers consistently give less-able pupils work that builds securely on their previous skills and is never too difficult for them
 - teachers' marking is of a consistently high standard across the school, giving pupils clear points for improvement and the time to act upon them.

Inspection judgements

The leadership and management are good

- The leadership and management of the school, including governance, are good. The headteacher provides a clear vision and determination to improve the school. With the support of an able deputy headteacher, he has been relentless in his drive to improve teaching in order to raise pupils' achievement.
- Management structures and responsibilities have been overhauled and are now in keeping with a large primary school. The deputy headteacher does not now have responsibility for a class and the expanded senior team has also strengthened leadership capacity. Senior leaders work closely together, directly focusing on improving the standards of teaching across the whole school to raise achievement rapidly in all year groups.
- Developments in literacy, including phonics, and mathematics are well led by subject leaders, hence the rapid improvement in the quality of teaching and pupils' progress in these subjects. Other leaders are also having a good impact on driving improvement in their subjects, although a few are new to their roles and still receiving training.
- There are robust systems for checking the impact of the school's work. Teachers and senior leaders regularly discuss the progress of specific classes and groups of pupils. They consider pupils' progress, the impact of intervention and the next steps in learning at half-termly meetings.
- There are effective systems for monitoring the quality of teaching. These show that good-quality support, advice and training are continually improving staff's practice. Teachers are set challenging targets and their performance is closely checked by senior leaders and shared with governors.
- The pupil premium is well used to raise the achievement of disadvantaged pupils. They make good progress because of the extra help they are given to improve their basic reading, writing and numeracy skills.
- The school is very committed to equal opportunities for all pupils and focuses strongly on raising the achievement of all groups of pupils and tackling discrimination. This high commitment is evident in the many ways leaders make sure all pupils are included in its numerous events, clubs and visits.
- The use of additional sports funding is increasing pupils' skills, participation in competitive sport and enjoyment of sporting activities. It has been used to pay for specialist sports coaches to teach sports lessons and develop teachers' skills, for example in gymnastics, and to broaden the range of sport taught.
- Pupils benefit from a rich and exciting curriculum which is tailored to meet the needs and interest levels of pupils. It inspires pupils to learn and ensures pupils develop their academic, creative, practical and sporting skills well. It is well structured for enabling teachers to build pupils' basic skills securely in lessons and over time. Musical learning opportunities are excellent and strongly developed for every class and during after-school clubs such as the orchestra and choir.
- The school's work to develop pupils' spiritual, moral, social and cultural development is outstanding and this underpins pupils' excellent behaviour. Assemblies and religious education lessons strongly promote Christian values and also enable pupils to learn about other religions and cultures. The inspiring curriculum helps pupils to develop a sense of joy in the world around them, for example through science, art and music.
- Pupils learn about British values through their involvement in decision making through the school council, charitable and commemorative events, and the teaching of individual liberty and mutual respect. Special events, such as preparing for singing the *Magna Carta* opera at the Royal Albert Hall, enable pupils to begin to understand the importance of democracy, liberty, citizenship and freedom.
- The local authority has provided the school with very effective support since its previous inspection, especially in monitoring the school's performance and in providing staff training. The local authority has now rightly reduced its support, reflecting its confidence in the school's own ability to move forward without high-level help.
- Safeguarding procedures, including child protection training, meet all current requirements and are effective.
- **The governance of the school:**
 - The governing body is effective, well organised and well informed. Governors are highly supportive and also ensure that leaders are sharply focused on raising pupils' achievement. They ask probing questions and have an accurate understanding of the school's performance when compared to schools nationally. They use their regular visits to the school to check how well the school is meeting its improvement priorities. They have recently introduced better systems for formally recording their regular governors' meetings.
 - Governors receive good-quality information about the school's performance and use this to challenge

- and support the headteacher and senior leaders. For example, governors frequently check on how different groups are performing, including how pupil premium funding is improving pupils' achievement.
- Governors manage the performance of the headteacher effectively. They also support the headteacher in ensuring that other teachers' progression along the pay scales is focused on improving pupils' progress. They have a clear understanding of the quality of teaching and its impact on learning. In the past, they have rightly supported the headteacher's robust stance on addressing any weaknesses of staff performance.
 - Governors are well trained, including in matters of safeguarding and data, and regularly audit their skills to check where further training is needed.
 - Governors take a careful note of the views and concerns of parents.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their attitudes to school are excellent and they love learning. They take enormous pride in their work and in their school, and this can be seen in pupils' high-quality presentation of their work.
- Pupils listen carefully during lessons and work well with each other. Teachers have high expectations of how pupils should behave and manage behaviour very well in classrooms. Relationships are excellent.
- The school places a very strong emphasis on developing pupils' spiritual, moral, social and cultural development. The success of this can be seen in pupils' kindness and friendliness to each other and the way in which pupils of all ages and backgrounds play happily together at break times.
- Pupils are given excellent opportunities to develop a joy and sense of wonder in the world around them. This happens in science through topics such as 'Gardeners' World' and was seen after an assembly on 'The Wonderful World' when Year 2 voluntarily wrote down their ideas on the 'Easel of Reflection'.
- Children in Reception quickly develop the skills to make them successful learners. For example, they persevere when working on activities and select the resources they need to complete tasks. These skills are nurtured very well across the rest of the school.
- No poor behaviour was seen during the inspection and school records show that incidents of unacceptable behaviour are very rare. Records show that incidents are investigated fully and that firm action is taken when necessary.
- The overwhelming majority of parents who responded to Parent View and those spoken to agree that behaviour is good.
- The staff have robust procedures to encourage good attendance. The outcome of this is that attendance is improving, and is currently above the national average.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel safe at school, and the vast majority of parents echo this.
- Pupils have a secure understanding of all types of bullying, and are adamant that there is no bullying in the school. They know what to do if anything unkind should happen to them.
- Pupils have a good understanding of e-safety and know about cyber-bullying. They speak knowledgeably about how to keep themselves safe. They learn this through the personal, social and emotional aspects of their education and from the many visitors from fire, police and health professionals.
- There are thorough systems to identify vulnerable pupils and leaders act quickly to provide support for pupils and their families. Training in all aspects of safeguarding is rigorous.

The quality of teaching is good

- Teaching is good and has improved since the previous inspection. Teachers and teaching assistants are well trained and have been effective in bringing about improvements in all subjects. They are exceptionally supportive of senior leaders in their vision for an outstanding school.
- Teachers ensure that classrooms are attractive and well organised. Teachers use displays well to celebrate pupils' achievement and to stimulate their learning. Teachers have excellent relationships with their pupils and high expectations of their achievement.
- Teachers have strong subject knowledge and this enables them to teach interesting and challenging lessons. They explain clearly what they want pupils to learn. As a result, pupils start quickly on the work

they have been set and no learning time is lost.

- Leaders have worked hard with staff to promote good teaching of reading, writing and mathematics. Reading is promoted well across the school. The school has changed its approach to teaching phonics and staff training is having a positive impact on staff's confidence and ability to help pupils to learn well.
- Daily guided reading lessons are well taught and contribute significantly to pupils' rising reading attainment. Pupils are given excellent opportunities to increase the breadth and depth of their reading through regular visits to the exceptional school library and through very skilled help by a qualified librarian.
- The teaching of writing is now good. Work in pupils' books shows pupils across the school have consistent opportunities for writing at length. Writing tasks capture pupils' interest and are often centred on topics from the wider curriculum. For example, Year 6 pupils wrote about the advantages and disadvantages of graffiti, and presented their thoughts about racist behaviour. The school has stepped up the teaching of spelling, punctuation and grammar this year and these skills are now systematically taught in every class.
- The teaching of mathematics is good. Lesson activities are well planned and well structured, and teachers help pupils to develop their skills in calculation and investigation. Pupils apply methods with confidence. For example, Year 3 pupils successfully learned how to multiply two-digit numbers by a single digit number and then some pupils quickly moved on to interpreting and solving verbal calculation problems.
- Teachers ask probing questions that make pupils think about their learning and so deepen their knowledge and understanding. They plan activities that usually build on what pupils have achieved previously, including for the most able. Occasionally, particularly in writing and mathematics, lower-attaining pupils do not achieve as well as they could because their work is too hard.
- Teaching assistants contribute effectively to pupils' learning. They work in close partnership with teachers and are particularly well deployed to support individual pupils or small groups who have specific learning needs.
- Marking is improving and there are examples of good practice. However, not all marking is done to the same standard. Pupils are not always shown why their work is good or what they need to do to improve next time. Teachers do not always give pupils time to act upon the feedback they receive and this prevents them from taking a more active part in improving their work.

The achievement of pupils is good

- Pupils' achievement, including in the early years, is good and rapidly improving throughout the school.
- The school's strong focus on promoting teaching that is at least good is leading to pupils' better progress. This was also observed by HMI during his second monitoring visit nearly one year ago.
- Children start school in Reception with knowledge and skills that are broadly typical for their age. Their good progress leads to attainment which is now above average on entry to Year 1. This is a significant improvement as the attainment of the current Year 2 pupils was below average at the end of their Reception Year.
- Year 1 phonics checks show that pupils' attainment has been rising and, by 2014, was securely above national figures. Inspection evidence shows that pupils are progressing well in phonics, and standards are on track to continue to rise.
- Standards in Year 2 have fluctuated but been broadly average for the past three years. The current Year 2 are a little above average in reading, writing and mathematics. This represents good progress compared with their below average attainment on entry to Key Stage 1.
- Pupils' attainment in the current Year 6 is above average in reading, writing and mathematics, and has risen considerably in all three subjects. This represents good progress for all groups of pupils. Standards are rising in other year groups too, including for the current Year 5, whose attainment is above what is expected for their age.
- Actions by senior leaders have ensured the drop in pupils' attainment in 2013 and 2014 to average has now been reversed. Better staff training, assessment and raised expectations have contributed to pupils' improved achievement.
- Pupils' progress in Year 6 started to improve in 2014 but was only good in reading. In writing and mathematics, pupils made the expected progress, but not enough middle-attaining pupils made rapid progress from their starting points into Key Stage 2. This limited the proportions attaining higher levels.
- Shortcomings have been addressed and the most-able pupils now attain well in reading, writing and mathematics throughout the school. In the current Year 6, for example, over three quarters of pupils are at the higher Level 5 in reading, half of pupils at Level 5 in writing, and two thirds at Level 5 in mathematics.
- Specialist teaching enables the most-able pupils to do well in mathematics, and the proportion attaining

the highest level, Level 6, in mathematics is also set to rise this year. In all the lessons observed during the inspection, the most-able pupils learned well because they were given demanding work which encouraged them to think and to apply their learning to challenging problems.

- The attainment of disadvantaged pupils in 2014 was three terms behind others nationally in reading, writing and mathematics at the end of Year 6. It was also a year behind others in the school. The school's actions, including through increased intervention programmes, are having a positive impact. Current information shows the gap between disadvantaged pupils and others nationally has closed. The gap is also now rapidly narrowing with other pupils in the school because disadvantaged pupils are making rapid progress from their differing starting points.
- Disabled pupils and those with special educational needs are usually well supported in lessons and are also given extra help in accordance with their needs to make sure they make good progress overall. However, occasionally, lower-attaining pupils' progress slows in literacy and numeracy lessons when the work they are given is too difficult.
- Throughout the school, pupils learn to write neatly using well-constructed sentences, with good spelling and punctuation. This reflects the positive impact of the school's actions to improve these skills. Pupils write well for different purposes across the curriculum, and rich, practical activities underpin their writing. For example, when Year 5 pupils designed a guide for 'Ancient Greece', they first took part in an 'Ancient Greek Day' which involved role play. This led to some high-quality, persuasive writing where pupils used imaginative vocabulary and historical facts about Ancient Greece.
- Pupils learn well across a wide range of subjects. There is some excellent learning in music where there is regular specialist teaching for pupils in all classes. All pupils in Years 5 and 6 learn to play the ukulele. Art is a particular strength where pupils develop both their practical skills and creativity very well.

The early years provision

is good

- In 2014, the proportion of children who reached a good level of development, which is the expected standard at the end of the Reception Year, was above average. This is a significant improvement compared with the previous year when fewer children than expected reached a good level of development.
- Children make good progress, and evidence provided by the school shows that the improvement in children's attainment is continuing for the current Reception Year. The school rightly identified that, in 2014, too few disadvantaged children reached a good level of development and the most able did not make as much progress in mathematical development as in other areas. These issues have been addressed and, for example, the proportion of disadvantaged pupils now on track to achieve a good level of development has risen significantly.
- The early years is very well led and managed. The early years leader has been in post for two years and is having a very positive impact on improving the quality of teaching and raising standards. There is a strong team approach by staff who quickly get to know the children and build activities around their interests.
- Teaching is consistently good and the teaching of phonics is outstanding. Systems for teaching phonics have improved markedly in recent years and children make rapid progress in learning their sounds and letters. Children learn to apply their understanding of phonics well when reading and writing.
- Staff have created attractive and stimulating learning opportunities both indoors and in the outdoor area. Activities are well organised with a good range of quality resources that stimulate children's curiosity and engage them in investigations both on their own and with their friends.
- Children are happy, safe and very well cared for. They display excellent attitudes, behaviour and enjoyment in learning.
- There have been good improvements to the outdoor area in recent years. These contribute well to developing children's scientific knowledge, understanding and creative development. There are now increased opportunities for challenging more-able children in mathematics through adult-led learning and free-choice activities both indoors and outside.
- There are extremely good transition arrangements and relationships with parents. Staff keep parents fully informed of their children's progress and they contribute to children's learning journals, which children enjoy and learn from.
- The early years leader has a strong understanding of the strengths and weaknesses of the provision and has a clear vision for further development. Improvements made this year are beginning to ensure that attainment and progress are more evenly balanced between the different ability groups of learners.

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	125293
Local authority	Surrey
Inspection number	462369

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Ian McDonald
Headteacher	Andrew Clark
Date of previous school inspection	2 May 2013
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