

Park Community School

200 Dorset Road, London, SW19 3EF

Inspection dates

21–22 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides aspirational leadership. She has taken decisive and effective action to improve the performance of the school since her appointment in 2016.
- Other leaders and the governing body provide good support to the headteacher. Together they have created a clear vision and direction for the school. Staff, parents and pupils support leaders wholeheartedly.
- As part of a small school, leaders have had to be flexible and take on extra responsibilities as necessary. They recognise that there is a need to develop middle leadership as the school grows.
- Leaders are relentless in their work to ensure that teaching is consistently good. As a result, the quality of teaching is good and pupils, including disadvantaged pupils, make good progress in their subjects.
- Teachers use a consistently effective approach to develop pupils' reading skills. Consequently, a high proportion of pupils reached the expected standard in the 2016 Year 1 phonics screening.
- Pupils behave well and are proud of their school. They are polite and friendly to staff and visitors.
- The early years provision is good. Staff have created a warm and stimulating environment in which children can thrive.
- As a result of good leadership and effective teaching, children in Reception make at least good progress from below-average starting points. Many children make strong progress.
- Across the school, writing is a strength. Pupils are making good and often better progress in writing. Mathematical skills are well developed, although pupils are not always challenged sufficiently in lessons.
- Pupils who have special educational needs and/or disabilities make good progress because of the individual support they receive. Teaching assistants are well-trained and know how to best support pupils' needs.
- Pupils' spiritual, moral, social and cultural development is strong. The broad curriculum broadens pupils' horizons and prepares pupils for life in modern Britain.
- Staff monitor and track pupils' progress and attainment accurately and regularly in most subject areas. However, the system needs further refinement to ensure consistency across the curriculum.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - ensuring that middle leaders, including those new to their roles, have the skills and knowledge to raise standards within their areas of responsibility
 - developing the assessment system so that the monitoring of progress is rigorous in all subjects, not just English, mathematics and science.
- Ensure that teachers consistently challenge pupils in lessons, particularly in mathematics, so that they can make substantial and sustained progress.

Inspection judgements

Effectiveness of leadership and management

Good

- Since her appointment, the headteacher has wasted no time in improving standards across the school. Despite the challenges of moving to a new site and changes in staffing, she has remained focused on introducing new and improved ways of working at the school. The headteacher is highly respected and valued by pupils, staff, parents, governors and the trust.
- The school's vision is clearly set out in the focused self-evaluation and development plans. The headteacher, leaders and governors regularly review and assess the impact of their work, ensuring that there is a continuous cycle of improvement. They identify key priorities for improvement and put effective systems in place to address them. Performance management targets are set in line with the school development plan. As a result, all staff are working together to make the school a success.
- With a small staff, all teachers have some leadership and management responsibility. They show a willingness to take on new roles and improve their leadership skills. The development of middle leadership has been a particular focus this year. Middle leaders in general understand their various roles and carry them out effectively. Senior leaders know there is more work to be done in this area to build further capacity as the school increases in size.
- Staff training and professional development activities have contributed to the good quality of teaching and learning. Senior leaders monitor teaching and learning rigorously. Regular coaching of individual teachers helps staff to reflect on their practice as well as set and review goals for further improvement. It also builds their confidence as strengths and areas for celebration are acknowledged. Leaders support new teachers very well.
- The school ensures that pupils who have special educational needs and/or disabilities are supported effectively. The special educational needs coordinator is new to the role but has maintained a good quality of care. Pupils who have special educational needs/and or disabilities are assessed at regular intervals. Based on careful consideration of individual needs, leaders put in place detailed action plans and share these with teachers and support staff. Funding is analysed sharply to ensure that pupils get the support they need. The school works effectively with external agencies.
- The curriculum is broad and gives pupils opportunities to learn a variety of subjects, including music, design and technology, and computer science. Lessons are enriched by a range of visits, such as trips to museums and a local theatre. Pupils have a good choice of extra-curricular activities on offer, including clubs in French, music, sports and science.
- Spiritual, moral, social and cultural development is well promoted in school. Pupils have a good knowledge of other religions and enjoy visiting places of worship, such as the local Buddhist temple. Pupils like raising money for different charities and they understand that everyone must be treated equally. The house system, named after British saints, is an important part of the school. Pupils work in their houses on creative projects, such as a display on all the nationalities represented in the school.

- Leaders use the pupil premium funding well to support pupils' academic achievement and personal development. Leaders review the funding to ensure that it is making a difference and monitor its use carefully. Funding is used in a variety of ways, such as providing free access to the 'Rise & Shine' club and individual daily reading support. Consequently, disadvantaged pupils are making good, and in some cases rapid, progress.
- Sports premium funding is used to good effect. The additional money has allowed staff to have the time and resources to develop their ability in delivering high-quality physical education lessons. Leaders have also used the funding to purchase much-needed sports equipment.
- Leaders use the assessment system to monitor closely pupils' progress and attainment in subjects including English, mathematics and science. This helps staff to identify any gaps in knowledge and skills and to plan their teaching accordingly. However, leaders acknowledge that the assessment system could be used more consistently in other subject areas.
- The school is a small and close-knit community. Parents and carers appreciate the strong sense of family within the school and the communication they receive from staff. All speak positively of the quality of care and education that the school provides for their children.

Governance of the school

- With the support of the trust, the school's governing body was restructured in September 2016. Since then, the governors have strengthened the leadership team and they have a clear understanding of their roles. Governors are open and honest about the school's strengths and areas for improvement. They use their experience and expertise to provide challenge to the headteacher, but are also highly supportive.
- Governors are knowledgeable about all aspects of the school. They have undertaken training, not just in safeguarding, but to further improve their understanding of key issues, such as pupil performance information. Governors are keen to develop their skills further, such as analysing more sharply the use of additional funding.

Safeguarding

- The arrangements for safeguarding are effective. Pre-recruitment checks on the suitability of staff meet requirements. Leaders ensure that all staff have received training and are up to date with the most recent guidance on safeguarding, including the 'Prevent' duty. Staff follow school procedures for recording concerns about pupils, and leaders seek advice if necessary. Any referrals are made swiftly and lead to pupils receiving the help and support they need.
- Parents are confident that their children are safe and support the school's work. Leaders encourage parents to be vigilant about e-safety, and parents appreciate the information they receive about potentially dangerous apps and websites.

Quality of teaching, learning and assessment

Good

- Teaching and learning is consistently good across the school. Consequently, pupils across the school make good progress and achieve well.
- Teachers are enthusiastic about the subjects they teach. Their secure subject knowledge enables them to explain topics and tasks clearly, engaging pupils' interest with well-planned activities.
- Teachers model what pupils need to do to be successful in their learning. They ask questions skilfully to check pupils' understanding and explain misconceptions clearly. Consequently, pupils can talk about their learning in some detail and can explain their reasoning well. For example, in a Year 2 mathematics lesson, pupils could show confidently their use of partitioning to work out how to double and halve numbers.
- Teachers have high expectations of pupils in terms of both behaviour and work. They use a range of strategies to ensure that lesson time is purposeful and orderly. Pupils support each other's learning and work sensibly together.
- The whole-school approach to phonics teaching is of good quality and leads to strong outcomes in the Year 1 phonics screening check. Pupils are taught in small groups and teachers match tasks to their abilities. The most able readers read confidently and with expression. All pupils can use their phonics skills to help them decode new words.
- As a result of good teaching, standards of writing are high in all year groups and pupils are making at least good progress. Expectations of writing are consistent in other subjects, not just in English. Teachers refer to success criteria frequently so that pupils know how to improve their written work.
- Teachers plan well-structured lessons that take into account the needs and abilities of pupils. However challenging tasks are not set consistently, particularly in mathematics lessons. This means that pupils, including the most able, are not always stretched sufficiently or moved on in their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The shared ethos of 'grace, fellowship and love' has developed a school community where everyone feels valued and included, regardless of their background, race or religion.
- Pupils enjoy learning and being part of the school. They talk enthusiastically about their lessons and teachers. The house system is popular among pupils and they enjoy working on team projects, collaborating well together in their house groups to produce a piece of art or display.
- Success is celebrated in many different ways and pupils feel motivated to do their best as a result. Parents are invited to attend the weekly celebration assemblies where pupils receive rewards and have the chance to show off their work.

- Pupils show a good understanding of different kinds of bullying. They say that bullying doesn't happen often and teachers deal with any incidents of pupils being unkind to each other.
- Pupils trust staff to deal with any problems they may have. They feel secure at school. They know how to play safely in the playground and are taught about 'stranger danger' and e-safety.
- There are many opportunities for pupils to take on responsibility, for example as house captains, members of the pupil council or eco council and library monitors. Pupils have a sense of pride from being chosen or elected to take on such roles.

Behaviour

- The behaviour of pupils is good. The behaviour system is easy for pupils to understand and they know how they are expected to behave.
- Staff have established classroom routines and they use these consistently so that time is not wasted in lessons. Teachers manage changes in activity well and pupils move from one task or subject to another in an orderly manner. Pupils respond readily to teacher's instructions and instances of poor behaviour are rare.
- Pupils are polite and friendly. They work together well, although they can occasionally become boisterous and talk over each other.
- Attendance has improved steadily and is now in line with the national average. Leaders monitor this rigorously and have put in place measures to support continued low levels of absence.

Outcomes for pupils

Good

- Pupils across all year groups are making at least good progress from their starting points in a range of subjects, including English and mathematics.
- Current assessment information shows that there are no significant differences between the progress and attainment of different groups of pupils. The majority of pupils, including those who are disadvantaged, are working at or above age-related expectations.
- In Year 2, pupils are on track to achieve above-average attainment in reading, writing and mathematics. The most able pupils have made good progress and a high proportion are working at greater depth.
- In 2016, the proportion of pupils who met the expected standard in the Year 1 phonics screening check was in line with the national average. Disadvantaged pupils achieved better than other pupils nationally. Current pupils are on track to improve this.
- Pupils enjoy reading and it has a high profile around the school. As a result of an effective and consistent approach to phonics, pupils can use the skills and techniques they have been taught to decode words. Pupils read with increasing confidence as they move up the school.
- Outcomes for pupils who have special educational needs and/or disabilities are good. Leaders track pupils' progress and provide high-quality support to ensure that their

needs are met. Parents are involved in the school's work and staff keep them fully informed of their children's progress.

- Pupils' work shows clear evidence of good progress over time. Tasks are appropriate to the age and ability of pupils and they cover a range of topics in depth. It is evident that pupils take pride in their work and their books are well presented.

Early years provision

Good

- The early years leader was new to the role in January 2017 and has worked effectively to create a safe and happy learning environment in Reception. High expectations, clear routines and interesting activities ensure that children get off to a good start in early years.
- The provision in early years is well resourced and organised, both indoors and outdoors. Staff have considered carefully how best to use the space and have designed opportunities for children to play and learn across all areas of learning.
- Staff plan activities that are purposeful and engaging. Children aim to complete a number of different 'challenges' each day, and they talk proudly of their achievements in each activity. They follow clear instructions and often work independently on their chosen tasks. Staff reassure and praise children frequently so that children are confident and willing to try new tasks.
- Staff direct children to particular activities according to their needs, but children can also choose their own tasks and resources. They concentrate on their chosen activity for sustained periods of time. For example, children were observed taking great care with their writing about pirates and they were fully involved in a role-play activity.
- Children join Reception with knowledge and skills that are generally below the levels typical for their age. In 2016, the proportion of children achieving a good level of development was in line with the national average.
- Current performance information indicates that more children are on track to achieve a good level of development, including disadvantaged pupils. Many pupils are making stronger progress from their different starting points. As a result, children are well prepared to enter Year 1.
- Staff assess children's development meticulously and accurately. They update 'crib sheets' on a daily basis and take every opportunity to record milestones, no matter how small, in each child's development. This ensures that staff can pinpoint gaps in learning and can intervene as necessary.
- Individual progress plans for children who have special educational needs/and or disabilities identify their needs at an early stage. They receive personalised support, which enables pupils to make good progress from their starting points.
- Learning journey books describe pupils' achievements through samples of work, photographs of their learning and detailed comments from staff. Parents are invited to contribute and they take the opportunity to share learning moments from home.

School details

Unique reference number	141027
Local authority	Merton
Inspection number	10031673

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

Type of school	Primary
School category	Free school
Age range of pupils	Four to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Andrew Tucker
Headteacher	Bella Street
Telephone number	0208 542 3365
Website	www.parkcommunityschool.com
Email address	admin@park-cs.org
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what free schools should publish.
- The school is part of the Chapel Street Community Schools Trust.
- The school opened in 2014 with a Reception class. The school is increasing in size by one class each year. There are currently pupils aged four to seven at the school.
- The headteacher took up post in September 2016.
- The school moved to its permanent site in 2015 but only used a small part of it until the building was fully operational in November 2016.
- The proportion of pupils eligible for pupil premium funding is well below the national

average.

- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of pupils who speak English as an additional language is average.

Information about this inspection

- The inspector observed teaching and learning in all year groups and in a range of subjects. Most of these were jointly observed with the headteacher.
- Meetings were held with the headteacher, senior leaders, middle leaders and teaching staff, including a newly qualified teacher and a trainee teacher. A meeting was held with the chair of the governing body and one governor. There was also a discussion with a representative from the trust.
- The inspector spoke to pupils in lessons, listened to them reading and looked at samples of their work. The inspector talked to pupils in the playground and around the school. A meeting was held with a group of pupils to hear their views on the school. Two pupils gave the inspector a tour of the school.
- The inspector analysed a wide range of documents provided by the school, including leaders' evaluation of the school's performance, information about pupils' progress and attainment and external reviews of the school. The inspector also examined records relating to safeguarding, behaviour and attendance. A review of pupils' work was also undertaken, looking at pupils' progress over time in all year groups and across a range of subjects.
- The inspector took into account 37 responses to Parent View, Ofsted's questionnaire for parents, and held informal discussions with parents during the inspection. The inspector considered 10 responses to the staff survey. There were no replies to the pupil questionnaire.

Inspection team

Jude Wilson, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017