

Park Junior School

Address: Elm Road, Stonehouse, Gloucestershire, GL10 2NP

Unique reference number (URN): 115539

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Needs attention

Attendance and behaviour

Needs attention 

Leaders have taken meaningful steps to improve attendance by supporting families, such as offering places in the breakfast club for pupils who need it. These measures are starting to make a difference. However, some disadvantaged pupils and those with special educational needs and/or disabilities still miss school too frequently. Processes for analysing attendance and punctuality lack precision. They do not identify patterns early enough, so some pupils continue to miss valuable learning.

Leaders' work to improve behaviour has had a positive impact and reduced suspensions. Generally, pupils behave well. The school is calm and orderly. In the classroom, most pupils listen and participate in lessons. They show positive attitudes to learning. Pupils value the rewards they receive, including house points and achievement assemblies. At social times, pupils play sensibly and enjoy positive relationships with one another. Staff build warm and caring relationships with pupils. Pupils understand that any form of discrimination is not acceptable. They know what bullying is and feel that adults typically deal with concerns effectively.

Personal development and wellbeing

Needs attention 

The curriculum includes opportunities that support pupils' wider development. For example, workshops on road and rail safety help pupils understand local risks. First-aid training equips pupils with practical life skills. Pupils learn how to stay safe online. They know not to share personal information and to report any concerns to an adult. The school provides age-appropriate relationships education. Older pupils learn about puberty and how their bodies change. However, some staff lack the confidence to deliver aspects of the personal development programme intended by leaders. Some aspects of the personal development programme do not help pupils to develop a secure understanding of fundamental British values or appreciate some of the differences between people protected by law, such as disability or gender. This means that some pupils are not prepared for life in modern Britain as well as they should be.

The school provides high-quality pastoral support to pupils and their families. This helps pupils to grow in confidence and builds resilience. Pupils in Year 6 enjoy taking on positions of responsibility at the school, such as house captains or school councillors. However, the school offers limited opportunities for younger pupils to develop character, leadership and independence.

Pupils benefit from memorable experiences, including the Remembrance parade, life skills, forest school and a pantomime visiting the school. They contribute positively to their community through activities such as producing artwork for the 'Stonehouse in Bloom' competition. The school choir performs at regional concerts and in community residential homes. These opportunities help nurture and develop pupils' interests. However, currently, leaders do not track participation to ensure that all groups of pupils, particularly those eligible for pupil premium funding, access these opportunities.

Urgent improvement ●

Achievement

Urgent improvement ●

There has been a long-standing pattern of underachievement in the school. Pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, do not achieve well. They do not make the progress that they should. This is reflected in pupils' achievement in national tests and assessments, which has been significantly below that of pupils nationally for several years.

Too many disadvantaged pupils reach the end of primary school without the secure English and mathematics skills they need for secondary education. Pupils have significant gaps in their knowledge of reading, writing and mathematics that do not close quickly enough. Weak presentation, including poor letter and number formation, creates a barrier to learning and limits how well pupils understand and recall information.

Across the wider curriculum, pupils do not remember important prior learning. In subjects such as science and history, their knowledge is disconnected and limited. Leaders' strategies to improve pupils' achievement are new or have not had the intended impact, so underachievement remains widespread.

Curriculum and teaching

Urgent improvement ●

In several subjects, the curriculum is at an early stage of development. It lacks ambition, structure and the coherence needed to support pupils in building knowledge over time. Much of the curriculum is new and not well embedded. Until very recently, leaders have not ensured that the curriculum sets out the key knowledge that pupils need to learn and remember. Across the wider curriculum, significant weaknesses in the depth and quality of learning mean that pupils do not develop a secure understanding of important subject knowledge.

Staff training has been too limited or not focused on the right priorities. As a result, staff do not have the expertise or subject knowledge needed to deliver the curriculum effectively. Pupils experience disjointed lessons that do not help them to make meaningful connections in their learning.

Teachers do not identify gaps in pupils' knowledge in reading, writing and mathematics well enough. The school does not provide effective support to help pupils address these gaps. Consequently, pupils, including those with special educational needs and/or disabilities and

disadvantaged pupils, struggle to keep up with the curriculum. Leaders' actions to address the weaknesses in teaching are very recent or ineffective.

Inclusion

Urgent improvement ●

Leaders' and staff's expectations for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are too low. Additional funding has not been used effectively to provide timely, high-quality teaching for those pupils who need it. Leaders do not understand pupils' starting points well enough, which slows their progress through the curriculum.

Systems and procedures to identify the needs of pupils with SEND exist in the school. Leaders seek advice from external agencies and professionals. They identify what pupils need to learn to reduce their gaps in learning. However, pupils do not receive the support outlined in their plans, meaning they do not get the help they need to succeed. This is because learning targets lack the precision needed to guide teaching. Leaders have not ensured that teachers have the expertise needed to break down barriers to learning or adapt learning effectively. Consequently, pupils with SEND and disadvantaged pupils struggle to learn well across the curriculum.

Staff show genuine care and empathy towards all pupils and especially pupils with SEND. They build positive relationships with pupils. Staff promote pupils' awareness of mental wellbeing and support them in recognising and managing their emotions. The school uses alternative provision appropriately to support the individual needs of pupils.

Leadership and governance

Urgent improvement ●

The school has experienced a prolonged period of instability since the previous inspection. Falling pupil numbers and reductions in staffing have added to the challenges leaders face. Although leaders identify the right issues, they do not prioritise these with enough urgency. Over time, leaders have lost sight of pupils' best interests. Expectations of what pupils can achieve remain stubbornly low. While there have been some recent improvements, these rely heavily on external support from the local authority and other professionals. Leaders do not have the necessary knowledge and skills to secure sustained improvement without this guidance.

Staff feel undervalued and unsupported in carrying out their roles effectively. Many express dissatisfaction about leaders' approach to managing workload and wellbeing. As a result, staff morale is low. Leaders have invested in training for all staff. They work with a wide range of external professionals to develop staff's skills and confidence. However, much of this is new or has not made the difference that leaders intend. This further limits the school's capacity to improve.

Governors are committed and dedicated to the school. Despite this, their actions to improve the school have not been effective enough. Until recently, governors did not hold senior leaders to account, which has contributed to the school's decline since the previous inspection. Furthermore, governors do not sufficiently question how additional funding is used to support disadvantaged pupils.

While some parents and carers comment positively about the school, too many feel that their concerns are not listened to.

What it's like to be a pupil at this school

Pupils' day-to-day experiences of school life vary considerably. While some pupils enjoy learning at school, many do not. Pupils do not receive an acceptable standard of education. For several years, pupils in Year 6 have left the school with weak knowledge in reading, writing and mathematics. Across the school, gaps in learning and misconceptions persist. This limits how well pupils build their knowledge, skills and understanding over time.

Since the previous inspection, the school has experienced significant staffing instability. This has affected the consistency of pupils' education. Leaders have not taken sufficient action on the most important priorities to tackle weaknesses. Teachers' expectations of pupils are too low. Pupils study a curriculum that is weak and not taught well. The support for disadvantaged pupils and for pupils with special educational needs and/or disabilities is ineffective. Too many pupils struggle to access the learning that is intended for them.

Despite these weaknesses, leaders have focused on improving pupils' behaviour in recent years. This is having a positive effect. Many pupils are polite, considerate and happy. They live up to the 'PARK values' of 'Perseverance, Aspiration, Respect and Kindness'. Pupils understand what bullying is and know that staff will deal with it. Across the school, pupils feel safe and have trusted adults they can turn to with any worries.

Not all pupils attend regularly. Some miss too much school and, as a result, do not benefit fully from lessons or wider opportunities. Pupils enjoy the clubs on offer, such as Lego, choir and netball. However, pupils find it difficult to recall some of the essential knowledge that they need to prepare them for life in modern Britain.

Next steps

- Leaders should ensure that teachers have the expertise needed so that disadvantaged pupils, pupils with special educational needs and/or disabilities and those who face other barriers to their learning and/or wellbeing receive effective support.
- Leaders should ensure that an ambitious and well-sequenced curriculum is fully developed and implemented effectively so that teaching enables pupils to build the knowledge and skills they need for their next stage of education.
- Leaders must ensure that staff accurately identify and address gaps in pupils' knowledge, particularly in reading, writing and mathematics, so that pupils make the progress that they should and achieve well.
- Leaders should continue to ensure that teaching supports pupils to build consistently on their early letter and number formation skills to help them secure fluent, accurate and legible handwriting.

- Leaders must rebuild trust with staff so that pupils' best interests and their enjoyment of school sit at the heart of school life.
 - Those responsible for governance must build their knowledge and expertise so they can evaluate the use of additional funding, including pupil premium funding, fulfil their statutory duties and hold leaders effectively to account.
 - Leaders and governors must act quickly to improve pupils' attendance and punctuality, particularly pupils with special educational needs and/or disabilities and those from disadvantaged backgrounds, so that pupils do not miss out on important learning.
 - Leaders should ensure that pupils develop a secure understanding of life in modern Britain, including knowledge of fundamental British values and the protected characteristics, and that staff have the confidence to deliver the personal development programme as intended.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and the assistant headteacher, who is also the special educational needs coordinator, the chair of the governing board and other members of this group. The lead inspector also had a conversation with representatives from the local authority.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint early career teachers before the next monitoring inspection. The position regarding the appointment of early career teachers will be considered again during any monitoring inspections we carry out.

The inspectors confirmed the following information about the school:

The school uses one unregistered alternative provision.

Since the previous inspection, the number of pupils on roll has reduced. There have been changes in staffing and school leadership.

Executive Headteacher: Lisa Jones

Lead inspector:

Gavin Summerfield, His Majesty's Inspector

Team inspectors:

Lizzy Meadows, Ofsted Inspector

Sara Berry, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context**Total pupils**

169

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

36.69%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.69%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.57%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	61%	Below
2024/25 (revised)	43%	62%	Below
2023/24 (final)	27%	61%	Below
2022/23 (final)	35%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	74%	Below
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	53%	74%	Below
2022/23 (final)	58%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	72%	Below
2024/25 (revised)	65%	72%	Below
2023/24 (final)	55%	72%	Below
2022/23 (final)	48%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	73%	Below
2024/25 (revised)	57%	74%	Below
2023/24 (final)	33%	73%	Below
2022/23 (final)	52%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	17%	46%	Below
2024/25 (revised)	29%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	10%	46%	Below
2022/23 (final)	12%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	62%	Below
2024/25 (revised)	62%	63%	Close to average
2023/24 (final)	45%	62%	Below
2022/23 (final)	40%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	59%	Below
2024/25 (revised)	52%	59%	Close to average
2023/24 (final)	30%	58%	Below
2022/23 (final)	28%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	26%	60%	Below
2024/25 (revised)	33%	61%	Below
2023/24 (final)	20%	59%	Below
2022/23 (final)	24%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	68%	-51 pp
2024/25 (revised)	29%	69%	-41 pp
2023/24 (final)	10%	67%	-57 pp
2022/23 (final)	12%	66%	-54 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	80%	-31 pp
2024/25 (revised)	62%	81%	-19 pp
2023/24 (final)	45%	80%	-35 pp
2022/23 (final)	40%	78%	-38 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	78%	-41 pp
2024/25 (revised)	52%	78%	-26 pp
2023/24 (final)	30%	78%	-48 pp
2022/23 (final)	28%	77%	-49 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	26%	80%	-54 pp
2024/25 (revised)	33%	81%	-47 pp
2023/24 (final)	20%	79%	-59 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	24%	79%	-55 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.1%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above
2022/23 (3 term)	9.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.5%	13.3%	Above
2023/24 (3 term)	24.3%	14.6%	Above
2022/23 (3 term)	29.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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