

Park Street Church of England Voluntary Aided Primary School

Address: Branch Road, Park Street, St Albans, Hertfordshire, AL2 2LX

Unique reference number (URN): 117452

Inspection report: 19 May 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.

Strong standard ●

Early years

Strong standard ●

Leaders have put in place a highly effective early years provision that gives children a secure start to school life. Leadership in early years is expert. Leaders have designed an ambitious and well-sequenced curriculum from nursery onwards. The curriculum aligns closely with the seven areas of learning of the early years foundation stage. It prepares children extremely well for Key Stage 1. Children develop the academic and personal skills needed to transition to learning in Year 1 successfully. They are confident, independent and sustain focus very well. This is the case for all children, including those with additional vulnerabilities.

Teaching in the early years is excellent. Staff work together seamlessly. They use highly skilled verbal interactions and modelling to help children develop a rich vocabulary. Children use this vocabulary confidently in their learning and play. Leaders ensure that the indoor and outdoor environments are thoughtfully designed. They support the school's curriculum effectively. Children develop secure early reading, literacy and mathematics knowledge.

Staff know children very well. They identify additional needs rapidly. Children with special educational needs and/or disabilities receive highly effective and specialist support. As a result, all children achieve well from their starting points and are well prepared for Year 1.

Inclusion

Strong standard ●

The school has highly effective systems to identify, assess and meet pupils' additional needs. This starts at the earliest stage. From nursery onwards, staff follow the school's inclusion process well to identify when a pupil may need additional support. Barriers to learning for all pupils are spotted and removed quickly. Pupils rapidly get the extra support they need to achieve well. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care are extremely well understood. Leaders maintain precise oversight of the academic and social and emotional development of these pupils. They rigorously evaluate the impact of any extra support or interventions put in place. Leaders make effective use of the pupil premium funding to support the achievement and wellbeing of disadvantaged pupils.

Staff are well trained to support pupils with a wide range of additional needs. The school makes thoughtful and effective use of specialist approaches to support pupils. These include speech and language, sensory and emotional support activities. Leaders evaluate these activities by checking the progress pupils have made, using their own social and emotional tracking tool. This ensures that support is well matched and rapidly adapted.

The school works closely with external agencies. This includes the virtual school for pupils who are looked after. Alternative provision is used rarely, but highly effectively.

Leaders have established a highly effective approach to personal development. It is woven through all aspects of school life. The impact of this work is evident in the highly inclusive attitudes pupils show towards one another. Pupils are confident, polite and respectful. They demonstrate empathy and care for others. They understand the importance of treating people fairly. Pupils are extremely well prepared for life in modern Britain and for the next stage in their education.

The school's personal, social, health and economics education curriculum and its relationships and health education curriculum are ambitious and carefully sequenced. Leaders have selected programmes thoughtfully, so that pupils revisit and build important knowledge of key concepts. Pupils learn about healthy relationships, online safety, equality and careers from an early age. Fundamental British values and pupils' spiritual, moral, social and cultural development are embedded through the curriculum and wider life of the school. Pupils develop a robust understanding of democracy, the rule of law and different cultures, faiths and traditions. Staff are well trained to deliver this curriculum sensitively and consistently.

The school provides highly effective pastoral support for pupils and their families. Leaders work closely with external professionals, as well as providing their own additional support, to ensure pupils' and families' wider needs are met. The personal development of disadvantaged pupils and those with additional needs is tracked carefully to ensure that all pupils benefit fully from the school's wider opportunities.

Pupils benefit from a wide range of well considered clubs. The enrichment programme has been designed with pupils' talents and interests in mind. Pupils engage very well in these, including the most vulnerable pupils. A wide range of trips and visits further enhances the school's offer. Leaders ensure that these opportunities are accessible to all pupils and monitor participation closely. Pupils develop vital leadership skills from the various roles available. These include being members of the pupil parliament, play leaders, eco representatives and head boy and girl.

Expected standard

Achievement

Expected standard 

Most pupils secure the foundational knowledge they need in reading, writing and mathematics. Across the school, pupils typically build knowledge securely over time. Consequently, they are ready for the next stage of their education.

Published outcomes in national tests and assessments are broadly in line with national figures. This has generally been the case for the last few years. This includes phonics outcomes. Variations in phonics outcomes reflect the small cohort sizes and the multiple needs of some pupils in Key Stage 1. Disadvantaged pupils achieve very well, consistently achieving well compared with similar pupils nationally.

Pupils with additional needs and vulnerabilities make positive progress from their starting points. The school's robust approach to inclusion supports pupils to engage successfully in learning and school life. Many pupils improve their attendance, confidence, behaviour and social interaction skills over time. This is in addition to the notable progress they make academically. Leaders monitor the achievement of vulnerable pupils carefully to ensure that the curriculum and teaching continue to meet the needs of these pupils.

Attendance and behaviour

Expected standard 

Leaders take a proactive and strategic approach to improving attendance. They communicate to parents and carers the importance of regular attendance. They work closely with pupils and families when barriers to attendance are evident. Leaders also work well with external agencies and professionals when attendance becomes a more notable concern. Leaders track attendance carefully, so they are aware of pupils who may be at risk of becoming persistently absent. They put in place effective strategies such as breakfast club, flexible approaches to the start of the day, 'soft starts' and pastoral support. First day absence procedures are thorough. Leaders ensure that pupils' welfare is checked promptly. Attendance is improving and broadly in line with national averages, although persistent absence remains slightly above. Leaders continue to use analysis of attendance data to refine their approaches, so that attendance improves further for all pupils.

Pupils behave well across the school and show positive attitudes to learning. Relationships between pupils and staff are warm and respectful. Bullying and discriminatory behaviour are rare. They are dealt with effectively when concerns arise. Pupils understand that the school is inclusive and welcoming to all. Staff support pupils with additional needs proactively. They ensure that they provide the optimum environment, in order for pupils to manage their behaviour and emotions.

Curriculum and teaching

Expected standard 

Leaders have established a broad, ambitious and well-sequenced curriculum. It has been well designed to meet pupils' needs. Leaders review the curriculum regularly to ensure that it continues to reflect the changing needs of different cohorts. Subject leaders have thought carefully about the knowledge and skills that pupils will learn and the order in which this should be taught. They have trained staff effectively to teach the curriculum effectively and to a high standard.

The school places an appropriate focus on securing early knowledge for pupils in English and mathematics. Pupils learn to read well through effective teaching of the school's chosen phonics programme. Most pupils develop secure early reading, writing and mathematics knowledge and use this to access the wider curriculum successfully.

Teaching is typically effective across the school. Teachers use their subject knowledge and knowledge of pupils well to help pupils build on their learning. They generally adapt their teaching well to ensure that pupils can access the curriculum. In most lessons, teaching supports pupils to understand new knowledge and apply what they have learned. The

school is continuing its work to strengthen consistency in the teaching of the curriculum across all classes and subjects.

Leadership and governance

Expected standard 

Leaders and governors are ambitious for all pupils. They share the same moral goal, which is to ensure that pupils receive a supportive and high quality education. Leaders have established clear systems and provision to support vulnerable pupils and their families effectively. Leaders have an accurate understanding of the school's strengths and areas for development. They identify the most appropriate priorities for improvement.

Governors know the school well and maintain suitable oversight of the provision. They provide an appropriate balance of support and challenge to school leaders. They have secure oversight of their statutory duties.

Leaders plan professional development for staff carefully. The programme for staff training has been designed to align with the school's priorities. Staff receive training linked to curriculum development, inclusion and wider pastoral support. Leaders also support staff individually to develop their own professional interests and career progression. Staff value the support that they receive. They feel valued and are proud to be part of this inclusive school community. They describe the school as a supportive environment, where their well-being is prioritised.

Most parents and carers are positive about the school. Leaders work proactively to engage families and reduce barriers that may prevent some families from engaging fully with school life. Parents are included in important decisions about their children. This is particularly the case for pupils with special educational needs and/or disabilities. The school also works with other stakeholders, including local external agencies, to provide the most appropriate support to pupils and their families when needed.

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

Pupils are happy, safe and cared for in this welcoming Church of England school. They understand the school's values of love, courage, joy and truth. They consistently show these values as well as demonstrating kindness, respect and empathy towards all. Pupils value the inclusive nature of the school. They are proud that everyone is welcomed and supported. Bullying and discriminatory behaviour are rare. Pupils trust that adults will deal with any concerns quickly and effectively.

Pupils, including disadvantaged pupils, pupils with special educational needs and/or disabilities and those known or previously known to social care, are supported well to achieve from their starting points. Pupils benefit from a broad and ambitious curriculum that helps them to build secure knowledge and skills over time. Pupils are enthusiastic and capable readers. They generally secure important knowledge in early mathematics and English. Children in the early years gain the knowledge and personal skills needed for a successful transition into Key Stage 1.

Pupils behave well in lessons and around the school. They enjoy learning and engage positively in classrooms. Pupils develop excellent relationships with adults and each other. Children in the early years settle quickly into routines and develop confidence and independence from an early stage. Across the school, pupils show positive attitudes to learning. They are increasingly reflective and resilient.

Pupils benefit from a wide range of opportunities that support their personal development. They take part in clubs, trips, leadership opportunities and community activities that nurture their interests and talents. Pupils learn about equality and diversity. They show genuine respect for difference in all its forms. Pupils are well prepared for life in modern Britain. Pupils with additional needs and vulnerabilities are included fully in school life. They receive effective support, that helps them to develop confidence, independence and to build positive relationships with those around them.

Next steps

- Leaders should refine practice further to ensure high quality implementation of the curriculum across all phases and areas, so that pupils achieve consistently well.
 - Leaders should continue to refine and embed the school's attendance strategies so that persistent absence reduces further and all groups of pupils attend school consistently well.
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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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other members of the senior leadership team. They also spoke during the inspection with the chair of governors and a number of other governors, a representative from the Diocese of St Albans and the school's education advisor.

This school has a religious character. It is a Church of England school in the Diocese of St. Albans. The most recent inspection of its religious character under section 48 of the Education Act 2005 was in April 2024.

The chair of the governing body is Fraser Campbell.

The school makes use of three alternative provisions, including two which are unregistered.

Headteacher: Monique Gregory

Lead inspector:

Nina Marabese, His Majesty's Inspector

Team inspector:

Julie Lawrence, Ofsted 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 19 May 2026

School and pupil context

Total pupils

147

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

210

Below 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)

23.26%

Close to 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

4.76%

Close to 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

13.61%

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	66%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	S	61%	S
2022/23 (final)	68%	60%	Above

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	82%	74%	Above
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	S	74%	S
2022/23 (final)	86%	73%	Above

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	77%	72%	Close to average
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	S	72%	S
2022/23 (final)	82%	71%	Above

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	75%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	S	73%	S
2022/23 (final)	77%	73%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	63%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	63%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	63%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	63%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	63%	68%	-5 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	63%	80%	-17 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	63%	78%	-15 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	63%	80%	-17 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (3 term)	6.0%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	8.0%	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 (3 term)	17.8%	13.0%	Above
2023/24 (3 term)	18.0%	14.6%	Close to average
2022/23 (3 term)	20.0%	16.2%	Close to average

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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Piccadilly Gate
Store Street
Manchester

M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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