

# South Parade Primary School

## Inspection report

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<b>Unique Reference Number</b>	131604
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	381373
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karl Gabbitas
<b>Headteacher</b>	Sandie Holmes
<b>Date of previous school inspection</b>	13 October 2008
<b>School address</b>	South Parade Grimsby DN31 1TU
<b>Telephone number</b>	01472 231659
<b>Fax number</b>	01472 231657
<b>Email address</b>	head@spps.tfe.org

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<b>Registered childcare provision</b>	EY286019 South Parade Day Care and out of school club
<b>Number of children on roll in the registered childcare provision</b>	111
<b>Date of last inspection of registered childcare provision</b>	November 2005

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## Introduction

### Inspection team

Andrew Clark  
Bobbi Mothersdale  
Lynne Davies

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed 15 teachers teaching 22 lessons, including two joint observations with a member of the school's senior leadership team. The inspectors also observed several intervention sessions led by teaching assistants. Meetings were held with two groups of pupils, representatives of the governing body, including the Chair of the Governing Body, and school staff, including senior and middle leaders. The inspectors observed the school's work and looked at a number of documents, including the school development plan, safeguarding and behaviour policies, and minutes of the governing body meetings. One hundred and fourteen parental and carers' questionnaires were analysed, together with those completed by pupils and staff.

## Information about the school

South Parade is larger than an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The large majority of pupils is from White British backgrounds. A small proportion of pupils is from minority ethnic backgrounds. A few pupils speak English as an additional language. The proportion of pupils with disabilities and those with special educational needs is above average. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress. The school has achieved Healthy School status and the Activemark. South Parade Daycare and Out-of-school club is managed by the governing body and was inspected as a part of the school inspection.

About a third of the teaching staff is new to the school since it was last inspected.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Children make good progress in the Early Years Foundation Stage. The pupils achieve well throughout school and their attainment is average in English and mathematics by time they leave school in Year 6. Pupils take a pride in their work and present it well. Parents and carers are positive about their children's enjoyment of learning and the quality of education they receive.
- The quality of teaching is good overall throughout the school. Work is closely matched to pupils' needs and skilled teaching assistants are effectively deployed to provide additional support. Teaching is sometimes outstanding. As a result, all groups of pupils, including pupils with disabilities, those with special educational needs and those with English as an additional language, make good progress through school. Very occasionally, relative weaknesses in the quality of teaching and the use of marking reduce pupils' chances to make the best possible progress.
- The behaviour and safety of pupils are good. They are considerate and supportive towards each other. They feel well cared for. As a result, relationships are strong and classroom behaviour is often exemplary. Pupils have a good knowledge of how to avoid unsafe situations including cyber-bullying.
- The headteacher provides a clear vision for future development and is well-supported in achieving it by staff and the governing body. Procedures to monitor and improve the quality of teaching have led to good improvements since the school was last inspected. The school is well-placed to continue to improve. The curriculum is good and promotes personal development well. Pupils make particularly effective use of information and communication

technology (ICT). The school's motto of 'Believe in Yourself' is reflected in pupils' positive self-esteem and their spiritual, moral, social and cultural development is good.

### **What does the school need to do to improve further?**

- Increase the proportion of good and better teaching in order to hasten pupils' progress further by:
  - matching work and expectations closely to the needs of all groups of pupils
  - maximising the use of time to ensure that pupils are actively engaged in learning throughout lessons
  - increasing opportunities for pupils to use and apply the skills they learn in literacy and numeracy independently.
  
- Ensure that pupils understand and use the guidance from marking and feedback to improve their own work.

## **Main Report**

### **Achievement of pupils**

Children make good progress from their attainment on entry to the Early Years Foundation Stage, which is generally below that typical for their age. Good assessment procedures, which have improved since the last inspection, and the strong focus placed on the promotion of children's early language experiences means that children are increasingly well-prepared for their future learning by time they start Year 1. By the end of Year 6, attainment is broadly average.

Pupils of all abilities make good progress from their starting points through the rest of the school. They listen attentively to their teachers and their peers, and speak pertinently in response to carefully-framed questions. They take a pride in their work. They often write meaningfully at length although a few opportunities are missed to practise and improve their literacy and numeracy skills in other subjects. The pupils work well collaboratively in group activities and make good use of opportunities for discussion in pairs to air their views and deepen their understanding. Pupils increasingly take responsibility for managing and improving their own work by, for example, making good use of reference resources, such as dictionaries and, particularly, using the Internet with hand-held technology. However, in some instances, pupils do not respond fully to feedback and marking, to improve their own work consistently. Parents and carers share in their children's progress in reading through the home-school books. The parents' and carers' responses in the questionnaires show that they are of the view that children make good progress, which is reflected in the inspection findings.

The progress of the more-able pupils is good. For example, in a lesson in Key Stage 2 pupils made especially good progress in developing formulae for finding the areas of increasingly complex shapes. Pupils with disabilities and those with special educational needs make good progress throughout the school because lessons are well-planned to match work closely to their identified needs. They receive skilled

adult support and appropriate interventions from teachers and skilled teaching assistants, ensuring that their skills are developed systematically and applied regularly.

Pupils' progress in reading is good. Pupils' attainment in reading is average by Year 2 and by the time they leave school. Standards in reading have risen since the last inspection at both Key Stages. Pupils make good use of skills to recognise letters and their sounds, and effectively use them to identify new words. Throughout the school, pupils enjoy reading a wide range of appropriately challenging books and good-quality fiction in English lessons.

### **Quality of teaching**

The quality of teaching is good overall throughout the school; it is sometimes outstanding. In the very best lessons, every second counts by making full use of ICT, imaginative problem-solving tasks and well-deployed teaching assistants to ensure that learning closely matches the needs of all groups of pupils at all times. In a very small number of lessons the pace of learning and match of work to needs of all groups of pupils is not as effectively managed.

Teachers' questioning skills are good and are used well to enrich pupils' understanding. This was very evident in a Key Stage 1 English lesson when the teacher, making excellent use of partner work, used pupils' replies to build on their use of language to support their fantasy writing on space. Teachers make very regular use of opportunities such as talking in pairs, for pupils to discuss, clarify their understanding and to explain their ideas to others. This leads to deeply meaningful written work and contributes significantly to pupils' good spiritual, moral, social and cultural skills. For example, pupils in Years 5 and 6 use journalistic writing skills to write sensitively about issues of race and gender in their history studies.

Good links are made between subjects to make learning meaningful and to stimulate the imagination. However, opportunities for pupils to apply skills they have learned in literacy and numeracy independently are less systematically planned for. Teachers have high expectations for pupils to take a pride in their work and to present it well. Work books are well-organised and often high-quality displays reflect the value teachers and pupils place on good presentation. Pupils' work is accurately assessed. They have a very good understanding of the success criteria they are aiming to meet in lessons because they are often involved in setting them. The teachers are thorough and systematic in providing marking and feedback on pupils' work but they do not consistently ensure that pupils act on the advice given. Parents and carers are very positive about the quality of teaching in the school and pupils also say that they enjoy their learning. This also reflects the findings of the inspection.

### **Behaviour and safety of pupils**

Pupils' behaviour is good throughout school. Their attendance is above average and pupils are punctual, ready and eager to learn. The school's core values, the '5 Rs', promote pupils' moral and social development well and underpin the excellent relationships. Pupils are involved in creating and monitoring school rules. The learning mentor provides strong support and effective guidance to pupils with

emotional and behavioural difficulties working in close partnership with parents and carers. Parents and carers of all groups of pupils have positive views about pupils' behaviour and feel they are well looked after. Pupils also agree that behaviour is good around school and in their lessons. The findings of the inspection reflect these views.

Pupils feel safe. The school maintains detailed records of any behavioural incidents. These are rare and appropriate action is taken to tackle them. Pupils are well-informed about different types of bullying and how to manage and avoid it. There is very little indication of bullying of any kind and pupils and their parents and carers are confident that if it should arise it would be swiftly and appropriately managed. The school makes particularly good use of imaginative awards and celebrations to promote good behaviour and safe conduct.

### **Leadership and management**

The school is led and managed well. The headteacher provides a strong direction and sets a positive example through frequent observations of teaching and learning, and speedy action to tackle weaknesses. The school provides a positive and caring learning environment. The headteacher is well-supported by able senior and middle leaders. All staff, including teaching assistants, are enthusiastic and skilful in leading development of many aspects of provision. The governing body is ambitious and well-managed, and makes a good contribution to development planning. The leadership team ensures that equality and awareness of diversity are promoted well. The school has an accurate view of its provision and has a good capacity for continuous improvement overall. As a result, the quality of provision, including teaching, and the pupils' achievement has improved well since the last inspection and is well-placed to continue to develop. The school's arrangements for safeguarding, including the checking of staff's suitability to work with children, meet statutory requirements

The curriculum is good. The Early Years Foundation Stage provides a language-rich learning environment, with well-planned activities for children to select for themselves. The teachers make good use of projects and interventions to improve pupils' communication skills in order to raise standards. The school has a strong and successful commitment to physical education and the arts and this is evident in displays of pupils' work and their achievement in inter-school games. Leaders and managers play a crucial role in promoting pupils' good spiritual, moral, social and cultural development by consistently reinforcing the messages of rights, responsibilities and personal qualities summarised in the '5Rs' through assemblies and lessons.

## The Early Years Foundation Stage delivered in the registered childcare provision

- The childcare manager provides extremely clear leadership based on enthusiasm, drive and experience in all she does. She is very well supported by highly-trained and purposefully-deployed staff.
- Children make excellent progress in all areas of learning because of the thorough assessment of their needs and very careful planning to help them reach their next steps.
- There is an extremely effective focus on strongly promoting early communication skills for babies and children which prepare them well for further learning.
- There is a very warm and caring environment based upon rigorous procedures for ensuring that all staff are suitable to work with children, and to keep them safe. High-quality and frequent communication with parents and carers is at the heart of all they do.
- There is an extremely close working partnership with the school Early Years Foundation Stage leadership and other providers which helps drive change and ensures children’s individual needs are met as they transfer to and from new situations.
- The provision is well-equipped with a wide range of high-quality resources indoors and out which meet children’s learning and development needs.
- Babies and children are very confident and happily engaged in all their activities. They relate extremely well to adults and other children.

*These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	1



## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

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

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2012

Dear Pupils

### **Inspection of South Parade Primary School, Grimsby, DN31 1TU**

Thank you for making the team feel very welcome when we inspected your school recently. We enjoyed talking to you and visiting you in your lessons. You go to a good school. These are some of the best things about it.

- You make good progress in English and mathematics through the school because of the good teaching you receive.
- Your behaviour and attendance are good and you feel safe because everyone takes good care of you.
- You enjoy reading and writing for many different reasons.
- Your spiritual, moral, social and cultural development is good. You take many responsibilities through the school council and many other jobs. You work hard at following the 5Rs.
- You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school to improve even more, I have asked your headteacher and the governing body to make the teaching even better by making sure that all teachers:

- set work which suits all of you and that you are always occupied and learning
- give you more chances to practise and improve your English and mathematics skills through different subjects
- make full use of marking to help you improve your own work.

You can help by always trying your best, thinking hard and continuing to enjoy and attend school.

Yours sincerely,

Andrew Clark  
Lead Inspector

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