

# Parkside School

## Inspection report

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<b>Unique Reference Number</b>	132217
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	360404
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	John Peckham HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1060
Of which, number on roll in the sixth form	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven Leach
<b>Headteacher</b>	Dr Tony Rickwood
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Parkside Terrace Cullingworth, Bradford West Yorkshire BD13 5AD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Thirty-three lessons were observed, taught by 31 teachers. Meetings were held with students, staff and members of the governing body. Inspectors also observed the school's policies and procedures, looked at records of the school's support to students and analysed the responses on 151 parental questionnaires, 129 pupil questionnaires and 38 from the school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers plan lessons to allow for the differing needs and abilities of students.
- The quality of the school's provision for students with special educational needs and/or disabilities.
- The extent to which the curriculum provides for the needs of all students.
- The effectiveness of learning and progress in the sixth form.

## Information about the school

Parkside School is a larger-than-average secondary school situated on the outskirts of Bradford. The school is oversubscribed and serves students in the local villages and wider surrounding area. The majority of students are White British. The proportion of students who speak English as an additional language is very low. The percentage of students known to be eligible for free school meals is much lower than in most schools in England.

The proportion of students with special educational needs and/or disabilities (including those with a statement of educational needs) is higher than the national average and the school has a designated provision for students with autism. Parkside School is a specialist performing arts college; it has been awarded the Artsmark Gold and has achieved Healthy School status. The school plays a positive role in the local confederation of schools.

**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

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a caring school that provides a satisfactory standard of education. Students speak warmly of the efforts that their teachers and other adults put in to help their learning. Most students enjoy attending and feel safe in school. Some parents and carers of students with special educational needs and/or disabilities praised the support and guidance given to their children. The school has made progress since the last inspection in 2008 and attainment is rising. The curriculum has been developed to offer a wider range of qualifications, and some students are able to follow highly personalised programmes to support their particular needs.

Parkside School has a good range of sporting facilities and students participate well. The school has used its specialist status in the arts to promote music, drama and visual arts. These departments are strong and provide good learning opportunities, which improve the confidence and self-esteem of young people. The school environment is stimulating; photographs, sculpture and other examples of students' creative work are displayed around the school.

The school is a calm and orderly community, and students are generally polite and supportive to each other. The expectations of staff and students about behaviour to support learning, however, are not high enough. In some lessons that inspectors observed, learning was held back by low-level disruption. A significant number of parents, carers and students do not feel that the school deals well with unacceptable behaviour. Although students know how they can report the relatively rare cases of bullying, there is less confidence among parents and carers that incidents have been effectively dealt with. Many parents and carers believe that the school could listen better to their views and do more to help them support their children's learning.

There is some excellent teaching, where learning proceeds briskly and students are provided with a range of activities. Teachers make clear to students what they need to learn and explain how to extend answers to reach higher levels of attainment. The best teachers frequently use a variety of ways to monitor students' understanding. They quickly adjust the learning to allow for students' progress, mark work regularly and provide helpful comments. In these lessons, students take pride in their work and achieve well. There is also, however, evidence of less good practice, in lessons where teachers talk too much and there is not enough challenge or guidance to enable students to improve. Sometimes, there is a lack of close monitoring, which results in students not taking care over the presentation of their work.

The school has a relatively small sixth form, which through imaginative timetabling and work with other local schools and colleges, provides a good range of courses and opportunities for students. Sixth-form students make good progress and play a very

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constructive part in the overall life of the school. They appreciate the opportunities that they are given.

In recent years, the headteacher has strengthened the senior and middle leadership of the school. The school's self-evaluation is improving and leaders have a good grasp of strengths and weaknesses. Improvements are now taking place faster and more widely. Some of this work, however, is relatively recent and has yet to produce better outcomes for all students. Taking into account the improvements that the school has made and its current progress, inspectors judged the school's capacity to sustain improvement as satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Engage all staff and students in a comprehensive, whole-school programme to raise the expectations of students, promote good behaviour and enable more effective learning.
- Improve the quality of all teaching to match the best practice in the school, by ensuring that all teachers are:
  - planning to allow for the differing needs and abilities of students
  - making lesson objectives clearer so that students know precisely what to do and how to reach the highest levels of achievement
  - providing a wide range of learning activities
  - using the best practice in assessment so that learning can be adapted in the light of students' progress.
- Improve the school's engagement with parents and carers and the wider community by:
  - taking greater account of the views of students, parents, carers and the community
  - lifting the expectations and aspirations of everyone involved with the school.

### **Outcomes for individuals and groups of pupils**

**3**

Most students enjoy their learning and achieve at a satisfactory level. They enter the school with attainment which is broadly average. The proportion of students gaining five or more higher grades at GCSE including English and mathematics, has risen steadily in the last three years and is now above the national average. More students are now achieving a grade C or better, but fewer have gained the top grades of A\* or A. The school has recognised this and has strategies for improvement in place. Current data suggest that these are being effective. Students with special educational needs and/or disabilities make progress which is in line with their peers and is satisfactory. The school has developed a wider range of qualifications at Key Stage 4. These have enabled many students to achieve high levels of success.

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Most students feel safe and well supported in school; they are aware of potentially unsafe situations and how to reduce risks. There are relatively few incidents of serious misbehaviour and exclusions are low. Despite this, inspectors believe that the school could do more to reassure parents, carers and students that unacceptable behaviour is being effectively dealt with. In lessons, students are sometimes talkative and inattentive. Where this is the case, learning is slower than it should be. Although the vast majority of students wear their uniform, it is usually worn in a manner which does not help to create a purposeful or businesslike atmosphere in the school.

Most students are aware of factors affecting their health. There is a range of healthy food available for students and good participation in sport. School transport arrangements, however, make after-school participation difficult for some students. A high proportion of students believe that the school could do more to help them be healthy.

There are some good examples of the way in which students contribute to the school community. The school council have been actively involved in promoting healthier eating in the canteen. Sixth-form students assist with learning and run some sports clubs for younger students. Recently, they have also organised a coffee morning in aid of Macmillan Cancer Support. However, not enough is done to publicise to students, parents and carers the opportunities that are available, and the successes which have been achieved.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Inspectors observed some outstanding teaching, such as in an English lesson to Year 11 where students were given very clear guidance about how to prepare a dramatic monologue. The lesson provided a variety of activities, including opportunities to discuss and improve work. A mathematics lesson on transformations sustained a lively pace; students knew their target grades and were able to link these to the tasks they were completing. In some cases, however, teaching is less challenging and does not provide students with clear guidance on how to achieve higher levels of performance. Significant time is spent listening to the teacher and as a result, opportunities are missed for students to discuss their work. Students are not always given enough time to assess their own learning and progress, or to undertake independent research.

Attainment is regularly checked to identify any student who might be falling behind so that action can be taken. Many teachers, however, do not use effective techniques to check the progress of students in lessons, so that learning can be adjusted. In some subjects, the marking of students' work does not provide enough detailed feedback on how to improve. The expectations on how students should keep and present their work are also too low in some areas, resulting in books and folders that are badly organised and difficult to consult.

The school has worked hard to create a wider range of qualification routes. The benefit of this is shown in improved results and the students' good attendance. There is a broad and balanced core curriculum, and appropriate opportunities for students to choose courses that interest them as they grow older. Literacy, numeracy, and information and communication technology are developed across the curriculum, particularly through the school's arts specialism. Good partnerships with local schools and the college help to broaden choice. For example, 37 students in Key Stage 4 attend vocational courses at the college in Keighley. The use of OCR National courses, particularly in science, has enabled many students to achieve success that would not have been easy at GCSE. This course does not, however, provide sufficient preparation for students who may wish to study science subjects, or who need a GCSE science qualification beyond Year 11.

The care, guidance and support offered to students are good. Transition arrangements from primary school are effective. There is special provision in Years 7 and 8 to support those who find the transfer to secondary school difficult. Potentially vulnerable students such as those with difficult home circumstances are known well and supported. The school works constructively with other agencies such as Social Care and the Educational Welfare Service. Students spoke very warmly of the willingness of staff to give time to help them catch up and complete work. There are structured programmes to provide support, for example, for students needing extra help in language learning in Year 9. The school employs a parental involvement worker who has begun work with groups of parents and carers to help them support their children.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's senior and middle leaders have clear roles and responsibilities, and know their own accountability for raising achievement. Recent changes in personnel have strengthened leadership and there are effective links between the senior team and faculty managers. However, not all staff of the school fully share the urgency and ambition required to move the school forward.

The pace of improvement has increased in the last two years. To ensure that the school improves as fast as other schools nationally, it is aware of the importance that leaders and managers sustain or increase this pace in the future. The leadership of faculties has also improved and in some areas is good; but because of the variability in quality of teaching and learning, it remains only satisfactory overall.

The governing body has a good understanding of the school's strengths and weaknesses. It undertakes all statutory and other functions well and has an appropriate range of skills and experience. It provides the school with good support and challenge.

There are appropriate policies to promote equality of opportunity and tackle discrimination. Racist incidents, when they occur, are properly recorded and action is taken. There are effective systems to monitor the progress of groups such as the gifted and talented. Where necessary, the school has taken action to address specific issues such as boys' underachievement in 2009. Safeguarding procedures are satisfactory, but the recording and analysis of serious incidents is not effective enough to enable the school to look for patterns and develop future practice.

The school's promotion of community cohesion is satisfactory. Although there are some good local community and international links, students have few structured opportunities to build their understanding of the cultural and ethnic context of the near locality. The school provides satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

The sixth form provides well for the students who join it and in 2010, all those leaving moved successfully into further education or employment. Students are able to follow courses appropriate to their previous attainment. Their achievement is broadly in line with that of similar students nationally. Some students gain particular benefit from the opportunities to mature and learn within the context of the school. They are supported in filling gaps in their qualifications and can experience courses at the local college. Sixth-form students are also able to benefit from the wider opportunities offered in the school and take important roles in the school's drama and musical productions. Students also very much appreciate leadership opportunities with younger students and can describe career-shaping experiences such as helping in classes or coaching sports.

The curriculum has been creatively adapted to provide the maximum flexibility for students. This includes an additional after-school period to reduce subject clashes and partnership courses with other schools and the local college. Students would like more opportunities to use the school's sporting facilities when they are available and are not always fully aware of the opportunities they can take advantage of. There is suitable access to support and guidance to help choose university and college courses and for more personal issues such as sexual health and family problems. Students were particularly grateful for the extensive help offered to those making applications to university.

The leadership and management of the sixth form have recently changed and are using new systems for checking the progress of students. Sixth-form tutors are well supported and effectively managed. As yet, the impact of new procedures, although welcomed by staff and students, has not shown in outcomes. Systems to regularly sample students' views and experiences are relatively underdeveloped.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	3

## Views of parents and carers

Just under 14% of parents and carers returned the questionnaire, which is typical of most schools. The views of many parents and carers were less positive than for most schools in England and there were a significant number of forms with extended written comments. Many of these comments concerned behaviour and teaching.

The team considered these views and comments carefully, and in some cases followed up areas of specific concern with the school. The inspection team have reflected their judgement on this in the school's areas for improvement.

Several positive comments praised the support offered to their children, especially those with special educational needs and/or disabilities.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkside School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 151 completed questionnaires by the end of the on-site inspection. In total, there are 1060 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	20	100	66	16	11	3	2
The school keeps my child safe	26	17	108	72	13	9	2	1
My school informs me about my child's progress	22	15	105	70	16	11	7	5
My child is making enough progress at this school	27	18	95	63	24	16	4	3
The teaching is good at this school	18	12	106	70	16	11	1	1
The school helps me to support my child's learning	15	10	81	54	41	27	6	4
The school helps my child to have a healthy lifestyle	13	9	100	66	28	19	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	15	96	64	14	9	6	4
The school meets my child's particular needs	25	17	94	62	21	14	6	4
The school deals effectively with unacceptable behaviour	25	17	79	52	25	17	15	10
The school takes account of my suggestions and concerns	22	15	82	54	25	17	11	7
The school is led and managed effectively	22	15	101	67	11	7	10	7
Overall, I am happy with my child's experience at this school	35	23	87	58	16	11	5	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



04 February 2011

Dear Students

**Inspection of Parkside School, Bradford BD13 5AD**

Thank you for the welcome that you gave me and the rest of the inspection team. We are especially grateful for the helpful cooperation and time given by those of you who talked with inspectors or completed questionnaires.

Parkside School is a satisfactory school, where many aspects are good and improving. Most of you feel safe and the school provides you with good care, guidance and support. There are also good opportunities for learning in a wide range of subjects, both in the main school and in the sixth form. Your new school building provides some excellent facilities for sport, music, drama and art as well as other subjects. We found the school to be a calm and orderly community, where you were generally polite and thoughtful to each other.

We are concerned, however, that sometimes the learning of classes is held back by poor behaviour. We saw lessons where there was much chatter and lack of attention. We have asked your teachers to have higher expectations of how you can behave to support your learning and how you wear your school uniform.

Although teaching was satisfactory overall, we were pleased to see some excellent examples. We saw lessons with a range of activities, where learning proceeded briskly and high-quality work was produced. We believe that many more of your lessons could be as good as the best and as a result have asked the school to make the following improvements.

School leaders should:

-engage all staff and students in a comprehensive, whole-school programme to raise the expectations of students, promote good behaviour and enable more effective learning

- improve the quality of all teaching to match the best practice in the school, by ensuring that all teachers are:
- planning to allow for the differing needs and abilities of students
- making lesson objectives clearer so that students know precisely what to do and how to reach the highest levels of achievement
- providing a wide range of learning activities
- using the best practice in assessment so that learning can be adapted in the light of students' progress
- improve the school's engagement with parents and the wider community by:
- taking greater account of the views of students, parents and the community

- lifting the expectations and aspirations of everyone involved with the school.

Thank you again for your welcome and for the contributions that many of you make to the life of your school. I wish you the best of luck in your studies and examinations, and for those of you ready to move on beyond the school, best wishes for the future.

Yours sincerely

Mr John Peckham

Her Majesty's Inspector

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