

Parkside Primary School

Inspection report

Unique Reference Number	117935
Local Authority	East Riding of Yorkshire
Inspection number	342868
Inspection dates	14–15 October 2010
Reporting inspector	John Young HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Mrs Anne Stevens
Headteacher	Mr Nick Stafford
Date of previous school inspection	15 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed teaching in each of the 14 classes in the school involving 14 different staff. This included joint observations with the headteacher and the deputy headteacher. They held meetings with school staff, a representative from the local authority, four governors and groups of pupils. They observed the school's work and looked at a range of other evidence including action plans, case studies and self-evaluation documents. Inspectors also analysed the 114 responses to questionnaires returned from parents and carers, 56 from staff and 99 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the school had built on the satisfactory progress they were judged to be making at their monitoring inspection in tackling the issues from the last section 5 inspection.
- The extent to which the school had sustained the effectiveness of Early Years Foundation Stage provision.
- Pupils' current levels of attainment and rates of achievement relative to national benchmarks, their individual targets, and teachers' expectations.

Information about the school

At this larger than average-sized primary school almost all pupils are White British and live locally. The remaining pupils originate from a range of minority ethnic heritages. The largest of these minority groups is Latvian. The proportion of pupils known to be eligible for free school meals is lower than the national average. The numbers of pupils with special educational needs and/or disabilities are similar to the national average. These needs range from moderate emotional, social, behavioural or learning difficulties to physical disabilities. Overall, very few pupils speak English as an additional language but more recently the school has received an influx of pupils from Russia, Latvia and Poland, some of whom are at the early stages of learning English.

The school holds a number of awards including Healthy School Bronze status, the Sport England Activemark, the Basic Skills Agency quality mark and a Silver Gilt Certificate for Yorkshire in Bloom. The school also provides extended services such as study support, family learning courses and community access. Over the past 15 months there has been a significant turnover of staff at all levels of the school. There have also been a number of changes to class leaders and some restructuring of staff responsibilities. An after-school club and a playgroup on the site were not subject to this inspection. The current headteacher has been in post one and a half terms.

The inspection of Parkside Primary School in June 2009 resulted in the school receiving a notice to improve. An interim monitoring visit by one of Her Majesty's Inspectors in February 2010 judged that the school was making satisfactory progress in addressing the areas for improvement previously highlighted.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Parkside Primary is now a satisfactory and improving school; indeed some aspects of its work are good, including the provision, outcomes, and leadership and management in the Early Years Foundation Stage.

The past 16 months have been a bit of a rollercoaster for the school as it came to terms with its inadequacies, experienced significant turbulence in staffing, and made a stuttering start in its recovery. Over this period the school has been metaphorically pulled down and built back up from new foundations. There has been a sea change in almost every aspect of the school's work including its organisation, the approach to teaching and learning, and curriculum planning. The school has benefited from intensive support from the local authority which has been valuable in securing the improvements achieved to date. The strategies being implemented are showing some strong evidence of impact. This is particularly seen in the improving quality of teaching and learning, and the acceleration in pupils' progress. Other aspects such as the rigour of some monitoring and evaluation procedures, and staff adherence to agreed routines are not as embedded. This is reflected in some discrepancies between stated policy and what happens in practice.

Pupils' attainment by the time they leave the school remains significantly below average but their learning and progress are satisfactory and improving securely and quickly. However, pupils' performance in mathematics and writing, and the proportion of more-able pupils gaining the highest grades are not yet good enough. Teaching and assessment are satisfactory. There are some very good features but equally some weaker aspects and inconsistency in implementation in both areas. Inadequate teaching has been eradicated and staff planning, delivery, and the use of feedback to support pupils' learning are improving. Curriculum provision is satisfactory and improving. It has been made more relevant and interesting for pupils. These changes have enabled many pupils to make up lost ground from their previous underachievement. However, there are missed opportunities to reinforce mathematics and writing across the curriculum. The school provides satisfactory care, guidance and support to pupils. Safeguarding is adequate.

Pupils, including those with special educational needs and/or disabilities are happy, feel safe and say they enjoy coming to school. They demonstrate this through their good contribution to school and wider community life, and their good behaviour. Pupils' awareness and take-up of healthy lifestyles and their spiritual, moral, social and cultural development are also good. Pupils' attendance is average. The range of social and work skills they are acquiring that will aid them in the future, are satisfactory.

Leaders and managers are very clear about the next steps they must take to improve the school and their effectiveness. They have introduced systematic procedures to track,

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evaluate, and intervene, to better support pupils. At this stage their impact is satisfactory, but growing. The same is true of governance. Accurate self-evaluation, improving provision and outcomes, together with sound governance and leadership indicate that the school has a satisfactory capacity for sustained improvement. The majority of parents and carers are very happy with the school's work. A very small minority voiced a series of individual concerns. Inspectors investigated, but found no evidence to support, their misgivings.

What does the school need to do to improve further?

- Further improve pupils' achievement so that their attainment rises and matches their ability relative to their starting points and age-related expectations by:
 - giving pupils more opportunities to develop, apply and reinforce their mathematical and writing skills across the curriculum
 - targeting support for pupils at risk of underachieving even more effectively
 - ensuring a larger proportion of the most-able pupils attain the highest levels.
- Building on the improvements already secured, increase the quality, consistency and effectiveness of teaching so that it is consistently good by:
 - ensuring learning activities are always tailored to pupils' varied needs
 - improving pupils' engagement and participation by involving them more in their own learning
 - sharing and embedding the most effective practice in the school.
- Ensure leaders, managers and governors introduce greater consistency and rigour in their monitoring and evaluation of school policy and practice by:
 - developing appropriate monitoring systems for governors that allow them to gain an overview of the effectiveness of the school's work
 - regularly checking that whole-school policies and agreed practices are comprehensive and are being followed and/or implemented consistently.
- About 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.

Outcomes for individuals and groups of pupils

3

Pupils are responding positively to the modifications in teaching and the curriculum and are enjoying the increased opportunities to practise their critical thinking and team-working skills. As a consequence, gaps in their knowledge and understanding are being filled. Pupils' attainment in Key Stage 1 is in line with national averages and has been so over time. However, pupils' attainment in Key Stage 2 remains low overall and the gains achieved to date have been insufficient to recover all of the lost ground caused by their previous sustained underachievement. This is reflected in the fact that, although most Year 6 pupils' made very rapid progress in their final year, this was still not enough to enable them to reach their end-of-key-stage targets, which were based on their attainment at the end of Year 2. Even so, pupils have made rapid gains in their learning

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since the last inspection and their achievement is now satisfactory. This is true for all groups, including those with special educational needs and/or disabilities, and minority ethnic pupils. This picture is confirmed by inspection evidence and the school's own secure data. However, the school acknowledges that more needs to be done to ensure that those less able, and more able, and pupils at risk of underachieving are supported even more effectively.

There are some 'peaks and troughs' among groups, year groups and subjects. For example, pupils' progress in writing and mathematics has not been as fast as that in reading, particularly for pupils in Years 3 and 4, who have had many different teachers. Similarly, the proportion of more-able pupils gaining the highest grades is relatively low.

Pupils attend regularly, have positive attitudes to learning and are wholehearted in their involvement in school life. They take their school council, environmental, and fund-raising roles very seriously. Pupils can explain clearly how to establish and maintain a healthy lifestyle, and appreciate the good range of sporting activities, social and emotional support, provided for them. Pupils' acquisition of workplace and other skills that will aid them in the future is satisfactory. They are developing some sound basic skills alongside a range of critical thinking and enterprise skills. Pupils' good social, moral, spiritual and cultural aptitudes are evident in their good behaviour in and out of lessons, and their considerate nature. They know right from wrong and how to keep themselves and others safe. Their understanding of spiritual, moral and cultural dimensions is effectively promoted through the curriculum and assemblies.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The quality of teaching is satisfactory and improving. The majority of staff observed are using effective learning strategies. This is paying dividends and is reflected in pupils' accelerated progress. In the most effective lessons staff use an active style of learning that requires pupils to demonstrate their understanding of key concepts,

practise and refine their thinking skills. In these lessons support staff are used well, expectations are high, success criteria are explicit and pupils learn independently.

But staff do not always use these agreed strategies which limits the impact of their teaching. In weaker lessons the aforementioned strengths are not evident and a lack of precision in planning means that the learning needs of pupils of varying ability are not catered for adequately. There are examples of effective peer, self-, and teacher assessment, evaluation, and feedback but the implementation of the assessment policy across the school is variable. Robust assessment is helping to ensure target-setting, tracking and intervention procedures are proactive.

The curriculum opportunities pupils receive are currently satisfactory but improving rapidly as they are refined to better match pupils' needs and interests. More recently, the school has introduced a series of big themes that enable pupils to consolidate their knowledge and skills across subjects. For example, the 'countries of the world' topic that coincided with the World Cup in South Africa allowed pupils to develop their music, art, English and geography skills among others. However, routine chances to reinforce pupils' writing and

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mathematical skills across the curriculum are not yet available. The school's core provision is complemented by a widening range of enrichment opportunities including sport, music and drama. Pupils particularly enjoy the increasing number of visits and visitors they receive, including the residential trip to Cober Hill. A number of these developments are new and are not yet embedded so that all pupils do not yet benefit from them.

The care, guidance and support students' receive is satisfactory. This is based on a caring ethos and positive relationships between pupils and staff. The school provides booster sessions for gifted and talented pupils, a translation service for minority ethnic pupils at the early stages of learning English and education welfare, and educational psychologist support for more vulnerable pupils. More general in-class guidance by teaching assistants is usually sound and is valued by pupils. Collectively, this helps pupils and their parents to feel well supported and cared for. Support for attendance is satisfactory. The general and academic advice, guidance and support pupils receive as they join, move through and leave the school are sound. This is aided by strong links with pre-school and high school providers. An inhibiting factor is the lack of rigour in some record-keeping, monitoring, and evaluation procedures which are not as strong as the practice adopted by some staff.

These are the grades for the quality of provision

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

How effective are leadership and management?

The vision of leaders and their reform of staff roles and accountabilities have added clarity of purpose and strategic direction to the school. They have full staff support and are systematically tackling the deep-rooted issues that have historically plagued the school. The impact of the school's work is seen in the success of organisational changes, and the developments in teaching and learning, the curriculum and assessment practice. Leaders have taken decisive action to address inadequacies in teaching and learning but overall, the impact is only satisfactory. Inconsistencies remain but staff have benefited from the coaching, mentoring and training they have received. Leaders are checking the quality of staff planning and delivery regularly and rigorously. Pupils' work is also being scrutinised consistently.

The school hosts open days, sends out newsletters and invites parents and carers to celebration assemblies, but their engagement with them is not yet better than satisfactory. They do not routinely seek their views or involve them in their children's education. There are a number of effective partnerships in place, without which pupils' learning and well-being would be compromised. These include: external support services; local authority officer support; the Goole consortium and the local School Sport Partnership. An improving aspect of the school's work is the closing of the achievement gap between boys and girls.

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Through the curriculum and assemblies, the school is satisfactorily challenging cultural and religious stereotypes. Pupils get along, know they are part of a local community, and are learning more about global issues. But, they lack an awareness of communities or people that are distinctly different from themselves.

Safeguarding arrangements are satisfactory overall. Site security and procedures for the safer recruitment of staff are satisfactory. Risks assessments, record keeping and health and safety procedures are satisfactory overall, but some have not been updated. Despite, leaders and governors taking steps to monitor the effectiveness of school procedures and practice, to date these have not been universally effective, and some aspects still lack rigour, particularly in the extent to which governors and senior leaders check for consistency in areas other than teaching and learning. Governance is satisfactory. Members of the governing body are supportive and are beginning to gain the confidence and skills to exert the necessary challenge to the school. Value for money is satisfactory because resources are deployed suitably to secure satisfactory outcomes for individuals and groups of students. Financial management is sound.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter Reception with a level of skills that are generally below typically age-related expectations. They make good progress in all the areas of learning and by the end of the Early Years Foundation Stage their skills and dispositions are in-line with age-related expectations. This represents good achievement. Staff are vigilant and sensitive to children's needs and this helps children settle quickly. Children enjoy their learning and show this in their effective personal development and well-being. The interesting and well-planned indoor and outdoor areas stimulate the children to think creatively, make choices and interact with each other, which they do well. However, the resources available to

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pupils are not universally of a high quality. All requirements, including those for safeguarding, are met. The effective leaders and managers have established a cohesive and hard-working team. Their collective commitment and organisational capacities have been instrumental in sustaining the good outcomes, provision, and leadership and management, evident in the Early Year's Foundation Stage. They routinely monitor and evaluate all aspects of their work to see where improvements can be made. Innovative 'e-learning journeys' have been devised which capture children's progress. Parents and carers can acquire a record of their children's accomplishments on a CD or in paper format.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire were very positive about the school and its work on behalf of their children. They agree that their children are happy and that the school keeps them informed about their children's progress. A very small number of parents expressed concerns about the large size of some classes and the school's management of unacceptable behaviour. Inspectors investigated these concerns, and found no evidence to support, them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkside Primary 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	68	33	29	2	2	1	1
The school keeps my child safe	70	61	43	38	1	1	0	0
My school informs me about my child's progress	44	39	65	57	3	3	2	2
My child is making enough progress at this school	45	39	61	54	6	5	0	0
The teaching is good at this school	51	45	58	51	3	3	0	0
The school helps me to support my child's learning	41	36	65	57	4	4	0	0
The school helps my child to have a healthy lifestyle	51	45	60	53	1	1	0	0
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)	32	28	66	58	4	4	1	1
The school meets my child's particular needs	44	39	62	54	5	4	0	0
The school deals effectively with unacceptable behaviour	33	29	71	62	3	3	2	2
The school takes account of my suggestions and concerns	25	22	74	65	7	6	0	0
The school is led and managed effectively	43	38	64	56	2	2	0	0
Overall, I am happy with my child's experience at this school	61	54	49	43	2	2	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 October 2010

Dear Pupils

Inspection of Parkside Primary School, Goole DN14 6RQ

Thank you for being helpful to the inspectors when we visited recently. We learnt a lot from observing your lessons and talking with you. We also read with interest the views that you, staff, your parents and carers expressed in the questionnaires.

After studying all the evidence, we judged that the school now provides you with a satisfactory education and we have removed the notice to improve. We know that this news will please you as you told us how much you enjoy school. The signs that your school is improving include: the faster progress you are making in your subjects; the improved teaching you receive; and the curriculum changes that now give you a range of interesting and connected themes to learn about.

Even though your progress has improved a lot over the past year, your attainment remains low because you are still catching up from the poor start you made when you were younger – the gap is closing though! Your good behaviour, adoption of healthy lifestyles and social, moral, spiritual and cultural development are a credit to you. So, too, is the work you do to improve your local environment. The school's efforts to keep you safe; care, guide and support you; and develop skills that will help you in the future are satisfactory. The youngest children in your school make very good progress during their time in the Early Years Foundation Stage unit.

The school's leaders have taken effective steps to improve the school but realise that there is room for improvement. We have asked them to: raise your achievement so that your attainment rises and matches your level of ability; further improve the quality, consistency and effectiveness of the teaching you receive; and ensure they, and governors, monitor and evaluate school policy and practice more rigorously.

You can all play your part by continuing to work hard and attending school regularly.

Yours sincerely

John Young

Her Majesty's Inspector

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