

Parkdale Primary School

Inspection report

Unique Reference Number	122528
Local Authority	Nottinghamshire
Inspection number	359265
Inspection dates	14–15 September 2010
Reporting inspector	Richard Marsden

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Brian Coates
Headteacher	Robert Collins
Date of previous school inspection	12 December 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 15 teachers in 18 different lessons. They talked to parents and carers, and held meetings with pupils, governors and staff. They observed the school's work, and looked in detail at safeguarding documentation, attendance records, evidence of pupils' progress, the school's self-evaluation and planning documents, and questionnaires from pupils, staff and 47 parents and carers.

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

- the quality of learning and the progress of current pupils
- how effectively the school has tackled previous underachievement by boys, particularly in mathematics
- whether high attaining pupils are being sufficiently stretched and challenged
- whether the curriculum is now providing opportunities to develop pupils' independence and creativity, as recommended at the last inspection.

Information about the school

The school is larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is higher than average although the proportion who speak English as an additional language is in line with national norms. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is below average. The school has Activemark and Healthy Schools Gold status, and holds the local authority's Dyslexia Friendly Quality Mark. A breakfast club, managed by an outside agency, operates on the school site.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils. Pupils' progress since the last inspection has shown some fluctuation but the school has introduced new systems for tracking pupils' progress, and has taken robust action when any problem areas have been identified. As a result, pupils' overall attainment shows an upward trend and the unevenness in the progress of different groups, such as that of boys in mathematics, or of some higher attaining pupils in writing, are being effectively tackled.

The school's self-evaluation is strong. Leaders have a sound grasp of the school's strengths and of what needs to be done to improve further. They are proactive and successful in bringing about improvements for the benefit of the pupils. The school's capacity to improve further is good.

The school's engagement with parents and carers is a major strength. They speak in glowing terms of the ways in which the school ensures their involvement and support. The school goes out of its way to engage hard-to-reach families and involve them in their children's education. Home-school communications are excellent and parents' views are regularly sought, analysed, and acted upon.

The care, guidance and support given to pupils have a significant impact on their attitudes, behaviour and confidence. Teachers ensure that new pupils settle in very well and are quickly prepared for learning, especially pupils who arrive after the start of the school year. There is exceptionally good support for vulnerable pupils to ensure that no-one 'slips through the net', but that all thrive equally.

Behaviour management is very effective. The school is successful in supporting pupils who have arrived after experiencing difficulties at their previous school and helping them to settle. The school communicates high expectations and develops effective routines. This begins as soon as children arrive in the Reception class and prepares them very well for learning.

The school's systems for collecting and using information about pupils' progress have had a notable impact in highlighting and supporting pupils whose progress gives cause for concern. There is still some inconsistency in the way different teachers use this information to promote pupils' progress, however, and the school is aware of the need for greater consistency so that the upward trend now in evidence is sustained.

What does the school need to do to improve further?

- Consolidate and sustain recent improvements in pupils' progress to raise further their attainment in writing and mathematics.
- Ensure that assessment information is used consistently by all teachers so that

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- pupils in any year groups who are falling behind in their learning are more swiftly identified
- the support which is put in place for these pupils has a sharper impact on their progress and attainment.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and were keen to tell inspectors how much they enjoy school. From below average starting points they make good progress throughout the school and their attainment at the end of Key Stage 2 in English and mathematics is in line with national averages. Progress rates have fluctuated over the years, particularly in writing and mathematics, but the school's effective strategies, for example to tackle the progress of boys in mathematics, have secured improvement. The quality of learning and the progress of current pupils in lessons, and as seen in their work and tracking records, are good. Pupils with special educational needs and/or disabilities are supported well in their learning and their progress is in line with that of other pupils. There is no noticeable variation in the progress of any other groups of pupils, including those from minority ethnic backgrounds.

Pupils state confidently that they feel safe in school and that adults in the school listen to them and take appropriate action if concerns arise. Pupils behave well around the school and in lessons. New pupils quickly develop good behaviour patterns so that there is a good working atmosphere. Pupils speak confidently about what they need to do to lead healthy lifestyles. They are well informed about the dangers of smoking and of alcohol and drug abuse.

Pupils are well prepared for their future in the world of work. Basic skills, including information and communications technology (ICT) are developed well, as are teamwork and problem-solving skills. During a recent 'themed week' on motor racing, for example, the chance to work together to solve real-life technical problems captivated the enthusiasm of boys and girls. The school encourages good attendance. It takes a firm line on holidays taken in term time and rewards pupils achieving 100% attendance.

Opportunities for pupils to make a contribution to the community are greatly appreciated by pupils. They serve, for example as, fruit prefects, librarians, ICT prefects, or 'young leaders' in the playground. The school council gives them a voice in decisions made on their behalf. They take part in charity fund raising for the benefit of the wider community and the choir is popular at local events.

This ethnically diverse school is a harmonious community in which pupils' different cultures are valued and celebrated. Pupils get on noticeably well together. Their social, moral and cultural development is strong. The promotion of pupils' spiritual development - opportunities for them to experience the 'awe and wonder' of the world around them, or to reflect on feeling and values - is, less in evidence. It tends to arise on an informal basis rather than emerging as a result of systematic day-to-day planning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Lessons are thoroughly and carefully planned. Teachers use assessment information to help them tailor work to meet the needs of different groups of pupils. Often working in pairs, groups or individually, pupils tackle their work enthusiastically and involve themselves well in their tasks. Both teachers and pupils use ICT skilfully to support learning. The feedback given to pupils, either orally or in written form, generally gives them a clear idea of how well they are doing and what they need to do to improve. The comments seen on mathematics work, however, were less informative for pupils than those seen on other work.

Since the last inspection the curriculum has been completely revised. It is now structured around themes such as India, space, or the fairground, and provides exciting and inspiring opportunities for pupils to develop independence and creativity as they work together. The curriculum allows them to relate their learning to real life. Regular themed weeks, on topics such as the Grand Prix, which involve visiting speakers from business and industry, help bring learning to life and ensure that skills are developed progressively. There is a varied programme of out-of-school visits as well as extra-curricular sport and music. A large majority of pupils enjoy participating in these activities, and the school is careful to ensure that no pupil is denied the opportunity to take part on financial grounds.

Care, guidance and support are very well organised. Older pupils say they feel very well prepared and confident about moving to the next phase of their education. The school can

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point to striking examples of where it has helped individuals overcome significant barriers to their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders have clear aims and high expectations. The school's self-evaluation is keenly focused and leaders at all levels are successful in working for improvement. The quality of teaching is rigorously monitored and ensures continuous improvement through constructive feedback to staff. Staff work well as a team and are supportive and encouraging of one another as they strive for improvement.

Members of the governing body are well informed and are closely involved in the life of the school. They have gained a clear understanding of the strengths and weaknesses of its performance as a result of both formal and informal visits. They provide robust challenge to the headteacher and senior leaders in order to secure what will be most beneficial for pupils.

At the time of the inspection all statutory requirements for the safeguarding of pupils were met. Arrangements are robust and made subject to regular and penetrating review to ensure that good practice is applied across all aspects of the school's work.

The promotion of equality of opportunity for all pupils and the tackling of discrimination of any kind are given high priority. The school ensures that all pupils achieve well and are fully included in school life. Feedback from pupils and parents, which the school frequently collects and analyses, confirms the school's success in these respects. The school is a highly cohesive community. It has a very clear view of its religious, ethnic and socio-economic context and evaluates carefully the contribution it makes to community cohesion. The impact is seen in the way pupils from very different backgrounds get on noticeably well with one another. The promotion of community cohesion further afield, however, is still at an early stage of development. The school has no formal links, for example, with schools overseas.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From starting points which are below national expectations for their age, children make good progress in the Reception class, particularly in the personal, social and emotional aspects of their development. Teachers put great emphasis on developing social skills and good behaviour patterns, so that by the time the children move to Key Stage 1, they are well prepared for learning and their skills approach national averages. Children from different backgrounds and cultures work and play in harmony. The accommodation is spacious and welcoming and provides a wide range of stimulating activities both indoors and out. Children develop maturity and independence as they exercise choice in what activities to do and learn to cooperate with their peers. Teaching assistants provide valuable support to ensure that all children remain purposefully engaged, develop positive attitudes to learning and achieve as well as they can. Children's development is very carefully monitored and recorded so that the Early Years Foundation Stage leader has a clear view of children's progress, and can take appropriate action to support children in their development.

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	2

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Stage

Views of parents and carers

Although only a very small minority of parents and carers returned questionnaires, their responses were highly positive, particularly regarding pupils' safety, and the quality of teaching in the school. A very small minority expressed concern about behaviour, so inspectors made this a particular focus of the inspection. However, rigorous investigation uncovered nothing except good behaviour from pupils, and particularly good behaviour management on the part of the teachers, as they established expectations and routines for pupils new to the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkdale 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	51	22	47	1	2	0	0
The school keeps my child safe	22	47	24	51	0	0	0	0
My school informs me about my child's progress	15	32	32	68	0	0	0	0
My child is making enough progress at this school	15	32	32	68	0	0	0	0
The teaching is good at this school	20	43	27	57	0	0	0	0
The school helps me to support my child's learning	14	30	33	70	0	0	0	0
The school helps my child to have a healthy lifestyle	19	40	26	55	2	4	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)	15	32	29	62	2	4	0	0
The school meets my child's particular needs	12	26	33	70	2	4	0	0
The school deals effectively with unacceptable behaviour	11	23	28	60	7	15	1	2
The school takes account of my suggestions and concerns	7	15	35	74	4	9	0	0
The school is led and managed effectively	13	28	30	64	4	9	0	0
Overall, I am happy with my child's experience at this school	20	43	27	57	0	0	0	0

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.



16 September 2010

Dear Pupils

Inspection of Parkdale Primary School, Nottingham, NG4 1BX

You gave us a warm welcome when we visited your school, so a big 'thank you' to everyone. We came to find out what the school does well and how it might be improved. This is what we found:

- your school is a good school and gives you a good standard of education
- you work hard in lessons, you enjoy them and make good progress
- your behaviour is good and you learn how to act considerately towards each other and towards adults
- your teachers take great care of you and make sure that everyone is able to take part in what the school offers
- you have healthy lifestyles and say that the school makes sure you are safe
- the school makes sure that your parents, and lots of other people, have the chance to support your education
- you enjoy having opportunities to take responsibility in your school and local community.

Although you progress well, we have suggested to your teachers that they should make sure you progress even better and reach higher standards, and we would like to see these improve year by year!

It was a great pleasure to visit your school. You can all make sure it goes from strength to strength by continuing to behave well and always doing your very best.

Yours sincerely

Richard Marsden

Lead inspector

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