

# Royston Parkside Primary School

## Inspection report

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<b>Unique Reference Number</b>	106612
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	355983
<b>Inspection dates</b>	15–16 February 2011
<b>Reporting inspector</b>	Jane Hughes

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>	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>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marilyn Gittner
<b>Headteacher</b>	Mrs Jane Everett
<b>Date of previous school inspection</b>	30 June 2008
<b>School address</b>	Midland Road Royston, Barnsley South Yorkshire S71 4QP
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed eight teachers. Inspectors held meetings with members of the governing body and staff and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 29 parents and carers, as well as others from pupils and staff.

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

- how successfully the school promotes rising attainment, particularly in English and for higher-attaining pupils
- whether teaching is as good as the school judges and the impact of this
- whether assessment and monitoring systems provide sufficient challenge for all groups of pupils
- whether the school's systems to promote pupils' regular attendance and punctuality are effective
- whether the leaders evaluate accurately the performance of the school

## Information about the school

The school is of smaller-than-average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is more than double the average. Most pupils are of White British heritage. Very few pupils speak English as an additional language. A larger than average proportion of pupils has special educational needs and/or disabilities. The school has achieved Healthy School status and the Activemark.

**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

Royston Parkside Primary is a good school. Much has improved rapidly since its last inspection. This is due to the vision of the headteacher, who has moved practice on apace since her arrival in 2009. The strong senior leadership team and newly invigorated governing body ensure that the school has a keen and unremitting focus on improvement and accountability. Senior leaders are highly focused on improving all elements of the school's work. They communicate their ambitions for the school clearly to pupils, parents and carers. They recognise that the school has to sustain and build still further upon current improvements in the attainment of all pupils and higher-attaining pupils in particular. Priorities are identified correctly through largely accurate and well-evidenced self-evaluation. These improvements and well-embedded strengths demonstrate that the school's capacity for sustained improvement is good.

Pupils learn and progress well from starting points that are generally well below the expected level. Outcomes for pupils, including those with special educational needs and/or disabilities, are good. Pupils reach the level expected for their age and attainment is rising rapidly, including in the Early Years Foundation Stage, as a result of strong teaching, more accurate assessment and higher expectations from all adults. Nonetheless, too few pupils reach the higher levels in their work, particularly in writing and mathematics. Over the past two years, there has been an unrelenting focus on raising pupils' outcomes through improved provision and practice. Teaching is now good and there is a greater sense of urgency in lessons in terms of moving pupils' learning on more rapidly. However, teachers' marking does not consistently identify key improvement points for pupils to develop. Currently, the evolving curriculum does not provide enough creative interest or challenging practical activities for pupils. Pupils behave well. They learn how to stay safe and what they need to do to live healthily. They enjoy taking on positions of responsibility around school and helping each other.

Parents and carers are supportive of the school and its leadership. Typically, they comment, 'there seems a marked improvement in all aspects of the school'. They value the school's caring approach and the improved quality of teaching. Although attendance is broadly average, it fluctuates. Some absences are unavoidable, but not all parents, carers and pupils appreciate fully the effect of absence on pupils' progress.

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

- Raise attainment in writing and mathematics by:
- – ensuring all lessons provide sufficient challenge for pupils, particularly higher-attaining pupils

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- – providing pupils with consistently clear guidance about what they need to do to improve their work, particularly through teachers' marking.
- Develop the curriculum to meet pupils' needs more effectively by:
  - – establishing more secure links between subjects so that pupils have a clearer understanding of the relevance of what they are learning
  - – strengthening the creative and practical elements within the curriculum, thereby engaging pupils more readily in their learning.
- Raise levels of attendance by increasing the range of incentives offered to parents, carers and pupils to value the importance of regular attendance.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and achieve well. They are keen to please and settle quickly at the start of lessons. Their good attitudes and behaviour ensure that they make the most of the time they spend with their teachers. They respond particularly well to practical activities, as these capture their interest. Pupils say that 'these lessons are fun'. During the inspection, Year 4 pupils applied themselves diligently to investigating the insulating properties of a variety of materials. They designed their own covers from paper or wool to go around the cups holding ice and decided how best to fix these on. They could explain concisely what they were doing and why and were totally engrossed in the experiment, showing a reasonably secure understanding of a fair test. Pupils with special educational needs and/or disabilities achieve equally as well as their peers, due to the skills, expectation and well-deployed intervention of support staff.

Pupils' attainment is broadly average in English, mathematics and science by the end of Year 6. This reflects good progress overall, although more-able pupils do not always make enough progress to reach the higher levels in their work, particularly in writing and mathematics.

Pupils behave well. They say that the school is a safe place and that adults are always available to sort out any problems. Attendance levels are rising and are average for the large majority of pupils, although published data do not always reflect this picture. This is because overall figures are depressed by the unavoidable absence of a number of pupils, coupled with the impact of some severe weather. However, too many pupils are absent from school due to term-time holidays or other avoidable issues.

Pupils show good insight about diet and exercise. The proportion of pupils who eat a healthy school lunch is far larger than average. Pupils enjoy particularly the various opportunities they have to engage in regular sporting and other physical activities. Pupils relish the positive contribution they make to school life, particularly as 'buddies', councillors and mediators. Pupils show respect for others and embrace difference. For example, they enjoy thoroughly the week long focus on Traveller communities. They do not currently have a strong awareness of diversity in British society.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<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

## How effective is the provision?

Teachers plan carefully to ensure pupils are motivated in lessons. Regular and accurate assessment ensures that staff have a good understanding of pupils' next learning steps. However, this does not always translate into sufficiently challenging tasks for pupils, particularly the higher-attaining pupils. Teaching assistants provide support in a variety of ways to ensure that, in particular, pupils with special educational needs and/or disabilities engage well in lessons and progress at a rate similar to their classmates. Teachers mark pupils' work regularly and offer praise and encouragement. Nonetheless, the quality of marking is inconsistent across the school. Some is of good quality, but, overall, teachers' marking does not provide pupils with clear information about how to improve their work. Comments lack sufficient challenge, particularly for pupils working towards the higher levels.

The curriculum meets requirements and continues to develop. The school is reviewing planning because, currently, there is insufficient attention given to creative and practical activities. Links between subjects are emerging, but not clearly enough. Pupils' work is displayed well to celebrate their successes and draw the attention of others to their developing skills. Enrichment activities are plentiful and ensure pupils develop a good understanding of, for example, how to live healthy, safe and increasingly sustainable lives. Sporting partnerships add effectively to the school's own provision.

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Strong pastoral support for pupils is central to the school's provision. This is reflected in the highly positive responses from pupils, parents and carers to the inspection questionnaire and the school's own surveys. A parent commented 'my child's behaviour is improving all the time as he can now voice his feelings, not act on them'. Consistently effective behaviour management by all staff ensures that pupils understand exactly what expectations adults have of them. As a result, the school is harmonious and orderly. Although the school works hard to sustain rising attendance figures, the strategies are not motivating a wide-enough cross-section of parents and carers. There are too few incentives to encourage parents and carers to send children to school every day and few innovative rewards for pupils to try hard to improve their attendance to above the average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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 headteacher imbues the whole school with a keen sense of purpose and ambition. A team of knowledgeable and robust senior leaders is in place. Their key focus has been to improve the quality of teaching and so accelerate pupils' rate of learning throughout the school. This strategy has been successful. Morale is high. Staff work effectively in teams, sharing knowledge and expertise. They have a common purpose. They take responsibility for the progress of pupils in their class and are proud of the school's improved performance.

The school strives to engage parents and carers more actively in pupils' learning. This involvement is gradually increasing. Parents and carers are supportive of the school, its leadership and its way of working. A few effective partnerships exist with other schools and organisations. For example, pupils benefit from a range of external expertise and opportunity related to different sporting activities. More remains to be done to exploit fully local partnerships. The school adopts recommended practice with regard to safeguarding procedures and ensures the school is safe and secure. Adults promote equality of opportunity and tackle discrimination appropriately, although currently not all groups of pupils meet their potential. The school's work in promoting community cohesion is satisfactory and there is an accurate understanding of its context and a clear view of community needs. However, links with ethnically diverse communities and schools are underdeveloped.

The governing body is conscientious and supports the school's improvement keenly. It provides increasing levels of challenge and support to senior leaders. Some members are experienced and knowledgeable, although, overall, the current governing body is relatively

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newly established. Well-organised administrators, lunchtime and ancillary staff maintain the school's daily smooth running. The school deploys its resources well. It achieves good outcomes for pupils and provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>3</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>2</b>

## Early Years Foundation Stage

Children settle quickly in the Early Years Foundation Stage and make the most of their time in school. Many have speech, language and emotional skills well below those expected for their age when they arrive. Well-resourced areas of learning, both inside and outdoors, enable children to learn and play independently and make good progress. Teaching is effective and adults are skilled at consolidating and extending children's development through sensitive encouragement and specific, adult-supported activities. Children are engrossed easily by various role play activities that extend a variety of skills. For instance, during the inspection week, staff had set up a very well-equipped vet's area. Children worked happily together or alongside others, sharing equipment and commenting on the relative ills of the 'patients'. Receptionists answered the telephone and marked down appointments for the day. Vets and nurses examined a range of animals, using stethoscopes, and then performed operations or administered injections to help cure the sick animals.

The setting is led and managed well by an experienced leader. Early Years staff have a good knowledge of the Early Years Foundation Stage learning, development and welfare requirements. There is close attention to the accuracy of assessments and observations. Moderation takes place alongside colleagues from other Early Years settings to ensure consistency, develop best practice and to learn from colleagues. Thoughtful induction and transition programmes help children to adapt to new surroundings and routines with the minimum of worry.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

A far lower proportion of parents and carers than average returned the inspection questionnaire. This low return reflects parents and carers usual preference for responding over a few weeks to school questionnaires whereas the inspection questionnaire required a very prompt response. Responses demonstrate strong support for all aspects of the school's work and, in particular, how well children enjoy school and the good quality teaching they experience. This feedback reflects that gathered by the school from its own surveys. Within the few negative comments received, there was no underlying pattern. In their questionnaire responses, a very small minority of parents and carers signaled concern over the experiences their children enjoy, how well the school listens to parents' and carers' views, how well the school is led and managed and how the school deals with unacceptable behaviour. During the inspection, inspectors scrutinised school procedures with close regard to these areas. Discussions were also held with pupils. No parents or carers requested a meeting with inspectors. Inspectors' conclusions are contained in the body of this report.

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

Ofsted invited all the registered parents and carers of pupils registered at Royston 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	66	10	34	0	0	0	0
The school keeps my child safe	17	59	11	38	1	3	0	0
My school informs me about my child's progress	11	38	16	55	2	7	0	0
My child is making enough progress at this school	16	55	11	38	2	7	0	0
The teaching is good at this school	14	48	15	52	0	0	0	0
The school helps me to support my child's learning	14	48	14	48	1	3	0	0
The school helps my child to have a healthy lifestyle	12	41	15	52	1	3	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)	9	31	18	62	2	7	0	0
The school meets my child's particular needs	11	38	16	55	2	7	0	0
The school deals effectively with unacceptable behaviour	8	28	17	59	2	7	1	3
The school takes account of my suggestions and concerns	8	28	17	59	2	7	1	3
The school is led and managed effectively	11	38	15	52	1	3	2	7
Overall, I am happy with my child's experience at this school	21	72	4	14	3	10	1	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.**



17 February 2011

Dear Pupils

**Inspection of Royston Parkside Primary School, Barnsley, S71 4QP**

Thank you for your friendly welcome when we inspected your school recently. My colleagues and I appreciated the time you spent talking to us and showing us your work.

We judge that Royston Parkside Primary School is a good school. Your attainment continues to improve and you learn and progress well, whatever your individual needs. Children in the Early Years Foundation Stage enjoy their time at school thoroughly and get off to a good start. You told us that you feel safe in school and that you know who to go to with any worries. You enjoy the many sporting activities on offer and know that these help you to live healthier lives. You said also that the headteacher and senior staff do a good job. We agree that they do many things well, although we have identified some things to improve.

These are the particular areas on which we have asked the adults to focus. Firstly, we want them to help you to reach higher standards in writing and mathematics. Secondly, we have asked them to make sure that all the subjects you study link together well and that you have more opportunities to work on creative and practical tasks. Thirdly, we want the adults to ensure that attendance rates rise. You can help by making sure that you come to school as often as possible and carry on trying hard with all your work. Please check carefully what teachers write in your books so that you can use the information to improve the next piece of work you complete.

We send you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector (on behalf of the inspection team)

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