

Park End Primary School

Inspection report

Unique Reference Number	111632
Local Authority	Middlesbrough
Inspection number	356955
Inspection dates	10–11 May 2011
Reporting inspector	Margaret Shepherd

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	478
Appropriate authority	The governing body
Chair	Mr Peter Porley
Headteacher	Mrs Mary Hall
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons were observed, 15 teachers were seen and meetings were held with three different groups of pupils, members of the governing body, senior leaders and all members of staff. They observed the school's work, looked at samples of pupils' work as well as documents related to self-evaluation, safeguarding, tracking information, teachers' planning and assessment. In all, 250 parental questionnaires were analysed.

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

- The consistency of pupils' progress in Key Stages 1 and 2 and whether there are key differences in provision between these key stages.
- If pupils' healthy living is better than other aspects of personal development.
- If community cohesion is better than the quality of pupils' contributions to the school and wider community.
- How well leaders drive improvement in teaching, assessment and the curriculum and whether governance has improved.
- The impact of provision on Early Years Foundation Stage children's progress.

Information about the school

The school serves the community surrounding the school. It is much larger than most primary schools. At nearly 60%, the proportion of pupils known to be eligible for free school meals is much higher than usual. The very great majority of pupils are of White British heritage. There is an average proportion of pupils with special educational needs and/or disabilities, with a below average number with a statement of special educational needs. The school has Healthy School status and has gained the Active Schools Award and is a Food for Life flagship school. A breakfast club managed by the school runs each morning.

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 satisfactory school. Self-evaluation is broadly accurate, but some school improvement planning lacks sharpness in order to help the school to make significant progress in all the academic aspects of the school's work in Key Stage 1 and 2. It is a different picture in the Early Years Foundation Stage, where there has been a thorough programme for development resulting in consistent improvement across the full provision. Self-evaluation is also better in relation to personal development, with all school staff very clear about the importance of this aspect of pupils' progress.

Children make a good start in the Nursery and Reception classes. Staff work well together to provide a safe and stimulating context for learning, resulting in children developing skills confidently both indoors and outdoors. There is good progress across the different areas of learning and excellent progress in numeracy because this provision is very effective. Although progress is inconsistent through the rest of the school, it is at least satisfactory and is sometimes good. Progress in writing is better than in reading and mathematics and is a result of the school's focus on developing the writing skills systematically through the school.

There are some good features in the teaching, which include the effectiveness of the partnership between teachers and teaching assistants. The key weakness in teaching is the inconsistency in setting individual targets for pupils in reading and mathematics and using them regularly in lessons and in the marking of pupils' work. The school has made a start in providing a more relevant and stimulating curriculum. In some classes, it is very effective, with imaginative links across different subjects, but this is not evident throughout the school. There is a trend of improvement across the school, with senior and middle management playing their part in developments. The school has a satisfactory capacity for future improvement.

A key strength of the school is pupils' personal development. Behaviour is good and pupils show respect for each other and adults. They have a good understanding of healthy living. Provision for support and care is very effective, particularly for pupils whose circumstances may have made them vulnerable. Safeguarding systems are thorough and pupils say that they feel safe and that they enjoy coming to school. The opportunities for pupils to attend clubs and activities outside of lessons are good and many pupils take advantage of them to extend their learning. There are good links with the local community and pupils enjoy activities, such as working on a local allotment. Pupils relish opportunities to take on responsibilities within the school. There is a strong emphasis on working in partnership with parents and carers, which they appreciate.

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.

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What does the school need to do to improve further?

- Increase the consistency of progress by:
 - - producing more efficient tracking systems and analysing findings more efficiently
 - - using this analysis to provide individual pupils with clear targets in mathematics and reading
 - - referring to these targets more consistently in lessons and in marking.
- Extend the senior leaders' management of school's self-evaluation processes by:
 - - documenting the evaluation of every key aspect of the school's work systematically
 - - producing more detailed criteria for monitoring the progress of improvements
 - - including the governing body more fully in the process.
- Implement consistently the planning for a stimulating curriculum that matches pupils' needs and interests more closely by:
 - - identifying the key strengths in the best practice at and extending these throughout the school
 - - providing a better balance of learning that is active and practical, with learning where pupils are sitting and listening or writing.

Outcomes for individuals and groups of pupils

3

Pupils have positive attitudes towards their learning and enjoy coming to school. They settle down quickly to carry out their tasks in lessons. When they get the opportunity to work together with partners or in groups, they do this maturely and have good levels of cooperation. Older pupils have a good understanding of what they need to do to improve in writing and they produce well-presented pieces of work with some imaginative ideas. They are not clear about what they need to do to improve in mathematics and reading and this is reducing their progress in these subjects.

Children enter the school with skills levels that are well below those expected for their age. By the end of the Reception Year, attainment has risen to below average. Pupils' progress is satisfactory overall through Key Stages 1 and 2. Progress is better in writing than it is in reading or mathematics. Pupils enjoy particularly writing about the experiences they have had from school visits. Progress varies also as pupils move through the school, with some acceleration in the progress made at the end of Key Stage 2. Attainment is below average by the end of Year 6. The progress of pupils with special educational needs and/or disabilities, as well as of more-able pupils, is also satisfactory.

Pupils move very sensibly around the school, despite the long distances they have to move between classrooms and other areas. Pupils who use the well-attended breakfast club make a very good start to their day and enjoy the range of activities on offer. All pupils use the different playgrounds sensibly and understand the importance of the school's high expectations of the way they are to behave towards each other. They are proud to be able to move up the 'achievement ladders' that are in every classroom. They enjoy assemblies and are respectful during prayers and reflection times. Although attendance is average, the great majority of pupils understand the importance of coming

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to school every day. Potentially vulnerable pupils appreciate the 'time-out' arrangements available for them. School councillors take their responsibilities to the school community seriously. Pupils are developing an understanding of the wider national and global community. Older pupils are excited about their opportunities to go on residential visits, particularly to London.

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	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
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	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?

Teachers manage behaviour well and this ensures there is a calm context for learning. The organisation of group work is good and the teaching assistants play a valuable role in supporting individuals. In some lessons, too much time is spent in whole-class sessions, which does not optimise learning as there is too little time for pupils to learn in pairs, groups or independently. On occasions, tasks set do not match pupils' different needs closely enough and the pace of learning is not brisk enough. In the best lessons, there is a lively pace set for learning, a good balance between whole-class sessions and individual, paired and group tasks, especially when pupils work in pairs to talk about key questions. Some teachers set stimulating and imaginative tasks, such as pretending that someone has muddled up all the science resources and the pupils have to sort them out. Teachers give feedback to pupils about how well they have done in a particular piece of work, but do not consistently relate it to longer-term targets.

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There are variations in the quality of the curriculum. In some classes, there is a good balance over the day between active and practical learning that involves movement and more formal and less physically active work. In other classes, there are too many long periods involving pupils sitting and listening or writing and pupils lose their concentration by the end of the sessions. The science curriculum is well balanced. The school is not yet identifying fully the key strengths in the best practice at and extending them throughout the school.

Care, guidance and support are targeted very well towards individual pupils. The headteacher sets a very effective example by knowing each pupil very well and all members of staff have a strong commitment to work together to care for individuals by providing a network of support. Child protection procedures are good. There are good quality links with a local secondary school. Some very effective joint projects, carried out between these schools are of very good quality, for example, the imaginative large sculptures of heads. The links enhance the transition from Year 6 to Year 7.

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	2

How effective are leadership and management?

The headteacher and senior leaders provide a clear and effective drive for improvement and for the communication of ambition for pupils' personal development through the school, but this commitment is not as strong for their academic development. There are suitable plans to improve areas of weakness, but the criteria for monitoring the progress of those improvements are not sufficiently detailed. In some aspects of their work, school leaders provide a good focus for improvement which has a strong impact on provision, for example, the developments in the Early Years Foundation Stage. This is not as effective throughout the school. This is due partly to a lack of systematic documentation of the self-evaluation processes, which does not cover every key aspect of the school's work. There are a range of different tracking systems, but they are not organised well to provide staff with a clear understanding of individual pupil's progress over time. Although the analysis of data is used to select the type of interventions required for individual pupils, there is not enough emphasis on precise targets to allow a clear evaluation of the effectiveness of the additional support. Subject leaders have a good understanding of their roles in improvement and have clear targets for development over the year.

The governing body discharges its statutory responsibilities satisfactorily and is beginning to extend its role in monitoring the work of the school. It is not involved early enough in the school's self-evaluation processes. The school has the appropriate information about the different groups of pupils it serves and evaluates their participation in school life to

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ensure equal opportunities are provided for all. There is a strong focus on safeguarding and this is particularly good in relation to the school's systems for keeping the building secure. A strong focus is also evident in promoting community cohesion, which is particularly good in relation to the local community.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

The teaching team makes good use of the different outdoor and indoor areas to provide an imaginative and well-balanced range of learning opportunities for children. It combines adult-led tasks well with supporting children in making their own choices in independent learning. Resources are of good quality and organised carefully to allow children to access them easily. This results in children choosing activities confidently and developing a curiosity about new experiences. The well-focused teaching and imaginative curriculum results in children's consistently good progress. For example, the provision of stimulating role-play areas, such as a 'royal wedding corner' and Buckingham Palace, develops children's creative learning well. Staff are committed to improvement and leaders have a good understanding of the setting's strengths and weaknesses. Assessment is well focused and thorough, although the data are not always compared closely enough to the national picture, rather than evidence related to local attainment. Staff take very good care of children and monitor their safety carefully. There are strong links with parents and carers.

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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

Parents and carers are very positive about the school's provision. There is an overwhelming endorsement of the quality of the teaching and parents and carers feel very confident that their children are kept safe. They are happy with their children's experience at school, feel that their children enjoy school and that the school is led and managed effectively. There were very few disagreements noted in the questionnaires, with a very small minority of parents and carers expressing concerns about bullying. The inspectors judge behaviour as good. The positive written comments in the questionnaires amplified the overall pattern of parental judgements, with a typical comment being 'Park End Primary has given my daughter the ability to grow into a very happy and confident girl.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park End 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 250 completed questionnaires by the end of the on-site inspection. In total, there are 478 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	164	66	81	32	3	1	2	1
The school keeps my child safe	173	69	75	30	1	0	1	0
My school informs me about my child's progress	162	65	85	34	2	1	0	0
My child is making enough progress at this school	164	66	81	32	2	1	2	1
The teaching is good at this school	175	70	72	29	1	0	1	0
The school helps me to support my child's learning	158	63	88	35	2	1	1	0
The school helps my child to have a healthy lifestyle	140	56	107	43	2	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)	134	54	107	43	1	0	1	0
The school meets my child's particular needs	150	60	94	38	3	1	1	0
The school deals effectively with unacceptable behaviour	126	50	106	42	11	4	2	1
The school takes account of my suggestions and concerns	136	54	105	42	3	1	2	1
The school is led and managed effectively	159	64	87	35	0	0	1	0
Overall, I am happy with my child's experience at this school	172	69	73	29	1	0	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

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

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">■ 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.



12 May 2011

Dear pupils

Inspection of Park End Primary School, Middlesbrough, TS3 0AA

My colleagues and I would like to thank you very much for giving us such a warm welcome when we came to inspect your school. We enjoyed talking with you and listening to your views. You helped us to understand what you think about your school. We would like to tell you what we found out.

You go to a satisfactory school. You make good progress in the Nursery and Reception Year because the staff work together very well to give you exciting and interesting activities both indoors and outdoors that help you to learn in all the different areas of learning. You make satisfactory progress through the rest of the school. You know how to make your work in writing better because you have targets and they help you to make better progress in that subject. We have asked your staff to give you clear targets in reading and mathematics as well. You can do your best to remember them and use them when you are learning. Some teachers make sure that you have exciting activities that include different subjects across the curriculum. We have asked your school to make sure that happens in every class. Your school leaders and members of the governing body have plans to make your school a better place and we have asked them to put more detail into those plans, particularly for your academic progress.

Your personal development is good. We could see that you enjoy coming to school and that you work hard in lessons. You behave well and move sensibly around your school. You told us that you feel safe and we agree that your school works hard to help you to feel that way. You have a good understanding about keeping healthy and we can see why you are so interested in things like how well your chickens are laying their eggs. You are very respectful in assemblies and you make good contributions to your school community and to the local area.

We wish you all the best for your future learning.

Yours sincerely

Margaret Shepherd

Lead inspector (On behalf of the inspection team)

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