

Parkside Primary School

Western Road, Goole, DN14 6RQ

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some aspects of teaching reading and writing need improving so that pupils, especially more-able pupils, reach higher standards.
- Senior leaders do not check pupils' work in their books as closely as they should. Consequently, they do not give good enough advice to teachers about how to improve their marking or help pupils to do better.
- A small number of older boys do not always play well together in the playgrounds because they do not have a lot to do apart from playing football.
- Senior leaders have not been able to improve teaching sufficiently for it to be good and for pupils to make good progress.

The school has the following strengths

- Pupils make good progress in mathematics because they are well taught in this subject.
- Teaching is good in the majority of lessons and most lessons have some good elements.
- Standards are improving but it takes time for this to happen in every class.
- Pupils make good progress in the Nursery and Reception classes. This gives them a good start to their education.
- Pupils behave very well in class and around school. They are polite and friendly.
- Pupils like coming to school. Their attendance has gone up each year and is now average.
- Pupils are proud of their work in different subjects and want to do well.
- Pupils feel safe and their parents agree that they feel they are safe in school.
- School leaders have done a lot in the past two years and many things are better than they were.
- The curriculum is varied and interesting.
- The headteacher and other staff know what to do next to help the school to get better.
- Parents and governors have got much more involved in the school over the past two years and this is helping pupils to do better.

Information about this inspection

- The inspection team observed 27 lessons or part of lessons. They watched every teacher and some teaching assistants teach.
- The inspectors heard pupils from Years 2, 5 and 6 read. They observed reading lessons and talked to pupils in Years 4 and 6 about the books they liked to read.
- The inspection team looked at pupils' work in their literacy, numeracy and topic books to see standards and how much progress they had made since the start of term.
- In addition, the inspectors observed pupils playing outside at break and lunchtimes.
- The inspectors held discussions with three groups of pupils, the senior leadership team, staff, the chair of governors and the vice-chair of governors. The lead inspector had a telephone conversation with a representative from the local authority.
- The inspection team looked at a range of documentation provided by the school. This included information relating to safeguarding, pupils' progress, the school's future plans and the local authority reports.
- The inspectors took into account of 19 parents' views in the on-line questionnaire (Parent View).

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Full report

Information about this school

- This school is much larger than the average primary school.
- Most pupils are of White British heritage. A few come from minority ethnic groups.
- The proportion of pupils who are known to be eligible for the pupil premium is broadly average.
- A below average proportion of pupils are supported at school action.
- An above average proportion of pupils are supported at school action plus.
- A below average proportion of pupils have a statement of special educational needs.
- Almost a third of teaching staff, including the deputy headteacher, started in September 2012. The majority of teachers are new to the school since the school was previously inspected two years ago.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve aspects of the teaching of literacy to raise standards in reading and writing, especially for the more-able pupils, by:
 - improving the way that pupils are taught how letters and sounds link together so that they learn how to spell accurately
 - varying the pattern of literacy lessons to give pupils more variety in the way they learn and more independence to make choices and decisions
 - ensuring that teaching assistants help different groups of pupils but do not do the work for them
 - making sure that marking gives pupils specific guidance as to what they need to do to improve the quality of their writing
 - giving pupils enough time to read a wide range of fiction and non-fiction during the day and more opportunities to read and research information by themselves
 - involving pupils in setting their own reading challenges and targets.
- Sharpen the way that senior leaders check pupils' written work so they clearly identify progress over time, the areas that require improvement and the impact of marking on pupils' achievement.
- Ensure that older pupils' behaviour in the playgrounds is always constructive and cooperative by:
 - providing a good range of play and sporting activities so that pupils have more to do
 - deploying adults more effectively so that they help pupils to play games together.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement shows steady but uneven improvement. It is not yet consistently good despite more pupils reaching the nationally expected standards in their tests in 2012 than last year. More do better in mathematics than in reading and writing.
- Children get off to a good start in the Nursery and Reception classes from generally below average starting points. The activities both indoors and outside help them to become confident communicators and to practise early literacy and numeracy skills.
- In Years 1 to 6, not enough more-able pupils reach the standards they should in writing, despite using vivid vocabulary and interesting sentences. This is because pupils have gaps in their knowledge of how letters and sounds link together and they do not know common spelling patterns.
- Younger pupils read competently and make steady progress. By Year 6, pupils read fairly fluently but few read for enjoyment or can discuss books in depth, even though they like the new books, especially the graphic novels. They are content to read them when asked but rarely get to read for a stretch of time on their own. This slows the progress of more-able pupils in particular.
- The exception is Year 4 pupils who are hooked on a series of Viking stories that appeal equally well to boys and girls. They are currently making faster progress than other pupils because they challenge each other to read more and more books by the same author and to research information.
- Pupils make good progress in mathematics because the work is practical and often fun. Those who need extra help have good learning resources to help them and more-able pupils do suitably challenging tasks.
- Pupils with special educational needs make good progress when they work independently of adult support, such as when a small group of Year 6 wrote lively concertina style books. They become too dependent on adult help, making slow progress when they are given too much help too soon.
- Pupils who are known to be eligible for the pupil premium often make good progress towards the standards expected of their age. This is because the money to support their learning is allocated very precisely to promote their equality of opportunity.
- Although achievement overall requires improvement, it is clear that the school is tackling discrimination methodically and is beginning to get good outcomes. Pupils at risk of falling behind in their learning are targeted and the gaps between how different groups of pupils are doing in this school compared to similar groups across the country are closing, including for pupils known to be eligible for pupil premium.

The quality of teaching

requires improvement

- The majority of lessons are good but a minority require improvement, despite having some good features. None are outstanding, though a few are close to being so. For example, there is some innovative practice in the way Year 6 pupils with special educational needs are taught.
- Lessons that require improvement are largely in literacy. These lessons tend to follow a pattern that require pupils to sit and listen, answer a few questions, write for a short time, listen to the teacher, answer questions and so on. Pupils have relatively few times to read, learn actively or work independently.
- Teachers tend to tell each group what they are going to do rather than expecting pupils to read and follow instructions. This slows the pace of learning and can lead to confusion over tasks as pupils have nothing to consult to check that they are doing the right things. This also restricts their capacity to make choices and decisions.

- The way that teachers use teaching assistants varies from class to class. Often they are underused at the start of lessons when they listen to the teacher's introduction alongside the pupils. Some support pupils' learning skilfully, asking questions to help pupils to learn independently. Others help too much.
- Similarly, teachers' marking varies in quality. It is generally more helpful in mathematics than in English. Typically, teachers are better at encouraging pupils than giving them clear guidance as to what to do to improve their work. Pupils are good at suggesting points to improve in each other's work.
- Teaching how letters and sounds link together to form words requires improvement because the work is not fine-tuned to pupils' individual knowledge and understanding. Consequently, some pupils have gaps in their knowledge.
- Teaching in the Early Years Foundation Stage is good, with a strong focus on developing children's spoken language and encouraging children to learn through discovery and asking questions.
- Teaching in mathematics is generally good. Lessons are well planned and teachers match work carefully to pupils' different capabilities. This means that the work is just right and neither too hard or too easy. This is why most pupils make good progress.
- In mathematics, sometimes as many as seven different groups work on suitably challenging tasks. In Year 6, for example, a small group of the most-able mathematicians worked hard together to solve challenging problems involving formulae to calculate the ratios of different circles. As a result, increasing numbers of more-able pupils reach higher standards each year in mathematics.
- Good features in teaching in Years 1 to 6 include effective ways to manage behaviour, interesting activities and perceptive questions that encourage pupils to answer thoughtfully. Pupils discuss their views sensibly with a partner and check how well they understand what they are being taught.

The behaviour and safety of pupils are good

- Pupils behave very well indeed in lessons. They listen carefully and strive to do what their teachers ask of them. They work hard, and eagerly put up their hands to answer questions. They want to do well and are proud of their achievements.
- Pupils are polite and helpful around the school. They talk readily to adults sensibly and courteously. The school council does a responsible job and pupils respect them. There are many aspects of school that pupils really enjoy. They especially like active, practical lessons and talk animatedly about these. Art and physical education are favourite subjects and pupils are proud of their progress in mathematics.
- Pupils are less keen on lessons where they sit for long periods of time, saying, 'Sometimes, lessons are boring. We prefer to do research and to find things out for ourselves.'
- They do not fidget or fuss in lessons but a small number of older pupils tend to let off steam at break times and lunchtimes. This results in fairly aggressive football games in a large fenced area used for this purpose. Adults miss opportunities to encourage all pupils to play constructively and cooperatively through playing with them, providing more things to play with or encouraging different types of ball games.
- By contrast, younger pupils play delightfully well together and make full use of the extensive outdoor space to play imaginative games.
- Pupils know right from wrong. They are sociable and friendly and embrace new learning experiences with enthusiasm. Their knowledge of different cultures is developing well.
- Pupils feel safe. They say, 'Bullying is really rare.' They are sure that there is no racism. They know about the different types of bullying, including cyber-bullying, and what they should do should it happen. Very occasionally, pupils use the word 'gay' as a term of abuse but pupils are

quick to point out that this is wrong and that adults sort it out quickly.

- The school keeps detailed records of behavioural incidents and gives good support to those who have problems in managing their anger or emotions. As a result, lessons are never disrupted. The school's behavioural records show that behaviour is good over time.

The leadership and management

requires improvement

- The school is improving steadily but the senior leadership team is fully aware that there is more to do. They have identified accurately what to do next so the school becomes good in all respects.
- The senior leadership team has put in place a number of plans and taken actions which are aimed at improving achievement. This has resulted in good progress in mathematics and improved rates of progress across the school. It is too soon to see whether their actions will result in pupils making consistently good progress every year in both English and mathematics.
- Much has been achieved since the previous inspection. As a matter of urgency, school leaders improved weak teaching; made the curriculum more active, interesting and varied; improved attendance; and involved governors and parents much more closely in the school. Increasing numbers of parents attend curriculum evenings and are pleased with the progress their children are now making.
- Teaching is improving steadily. The leadership team check regularly the quality of teaching and make sensible recommendations to improve the rate at which pupils learn. However, some gaps in pupils' knowledge and understanding remain. New staff have been successfully introduced to the school's way of doing things.
- The systems to check pupils' progress each term are good and give teachers a clear overview of which pupils they need to target in order to accelerate their progress or make up any gaps in their knowledge. The systems to check pupils' individual work in their books are not as sharp as they should be. Consequently, senior leaders do not pick up quickly enough weaknesses in teachers' marking or when pupils do not do sufficient work.
- The school is clearly able to show that its actions are improving outcomes for pupils. Helpful, relevant training for all staff as well as sensible performance management targets linked to salary progression are making an appreciable difference.
- The school's systems for checking that staff and pupils are safe are thorough and effective.
- The local authority supports this school and is currently advising it, at the school's request, on how to raise standards in literacy.
- **The governance of the school:**
 - Governors have a realistic view of the school. They are fully involved in the school and check regularly how well it is doing. They recognise that standards are improving but say that progress is not as fast as they would like it to be. They think that the headteacher has a very clear view of how successful the school can be but there has been a lot to do in the last two years. Pupil premium money is well accounted for. The impact is seen in improving rates of progress for these pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117935
Local authority	East Riding of Yorkshire
Inspection number	405733

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	460
Appropriate authority	The governing body
Chair	Jean Kitchen
Headteacher	Nick Stafford
Date of previous school inspection	9 November 2010
Telephone number	01405 763634
Fax number	01405 767612
Email address	parkside.primary@eastriding.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

