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23 January 2013

Mr Nick Stafford
Headteacher
Parkside Primary School
Western Road
Goole
DN14 6RQ

Dear Mr Stafford

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Parkside Primary School

Following my visit to your school on 22 January 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, deputy headteacher, literacy leader, a school improvement officer from the local authority, the Chair of the Governing Body and one other governor. The school improvement plan was evaluated and documentation about performance management was discussed.

Context

Since the previous inspection a new deputy headteacher has been appointed as well as five new members of staff.

Main findings

The headteacher has taken swift action to improve the key areas identified at the time of the previous inspection. A common approach to the teaching of how letters and sounds link together has now been established. Training is being provided for teaching assistants so that they may help different groups of pupils during lessons much more effectively. A whole school policy with regard to marking has been introduced and this is making pupils more aware of how they may improve their work. The school has taken action to improve the quality of reading material with a considerable investment in fiction and non-fiction books. This is motivating pupils to read a wider range of texts. Individual pupil targets have also been introduced in relation to English and mathematics and progress is reviewed on a regular basis. All of these initiatives need to be embedded however, they are already beginning to have a positive impact on pupils' achievement and most importantly their attitudes to learning. There is a sense of urgency and determination in the way the senior leadership team are engaging in the school improvement process. Improvement planning clearly identifies what is to happen, by when and who is responsible for managing each aspect. On occasions, the impact on pupils of strategies designed to raise achievement is not as clearly defined as it could be and this does not always facilitate the evaluation process. Nonetheless, improvements in provision are taking place. A key feature is the strong team ethic that permeates the school and this is driving the pace of change. There is a link between the performance management process and holding teachers to account for their work, whether it is related to classroom practise or their management responsibilities. Senior leaders monitor the work of the school because they are aware that in order to raise achievement, recently agreed policies and practises must be applied consistently throughout the school. At present, the head and deputy headteacher along with subject leaders monitor and evaluate the quality of provision but this sometimes lacks cohesion. Governors continue to check how well the school is doing and make regular visits to see developments at first hand. They are accessing training in order to gain a better insight into the work of the school and this is helping them to challenge senior leaders much more effectively. There is little doubt that the capacity to sustain the current rate of improvement is evident at all levels of management.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- ensure that monitoring carried out by senior leaders and that undertaken by subject leaders is complementary
- check how all actions in the school development plan are designed to promote pupils' learning.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The school is drawing well on the support provided by the local authority. The school improvement officer provides challenge and support in equal measure and this is effectively promoting improvement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for East Riding of Yorkshire.

Yours sincerely

Christopher Keeler
Her Majesty's Inspector