

Parkside Primary School

21 Wellington Avenue, Chingford, E4 6RE

Inspection dates

12–13 March 2013

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

Summary of key findings for parents and pupils

This is a good school because:

- Pupils make good progress and achieve well across the school. Since the previous inspection, standards have risen in English and mathematics.
- Pupils take great enjoyment in their learning, particularly in reading and mathematics. All groups of pupils achieve well, including those known to be eligible for support through the pupil premium.
- Good quality teaching helps pupils to make good progress. Teachers encourage pupils to work together and they learn well from sharing their ideas.
- Leaders and managers, including the governing body, have managed a period of significant change and brought about improvements to the quality of teaching and to pupils' achievement.
- Pupils' behaviour is good. Pupils show care and respect for each other and are keen to learn. They feel safe in school.

It is not yet an outstanding school because

- Occasionally, the pace of learning is too slow and pupils are not always challenged enough to think hard about their work.
- Leaders in charge of subjects are not fully involved in checking the quality of the school's work and helping to drive improvement.
- The targets set for pupils, including those for pupils with disabilities and special educational needs, are not always helpful to individual pupils as they are sometimes not specific enough.

Information about this inspection

- Inspectors observed teaching in each class. They visited 17 lessons or part lessons, four of which were joint observations with the headteacher and the deputy headteacher. Inspectors also visited an assembly, the breakfast club and made a number of short visits to every classroom.
- Inspectors scrutinised a range of documents, including the school’s self-evaluation and school improvement plan.
- Inspectors listened to pupils read, met different groups of pupils and interviewed senior staff.
- Inspectors took account of 30 responses to the on-line questionnaire (Parent View). Other parents’ views were sought through discussions at the start of the school day.
- Meetings were held with the Chair of the Governing Body and another member, a representative from the local authority and several members of staff including senior and middle leaders.

Inspection team

Gill Bosschaert, Lead inspector	Additional Inspector
Richard Capel	Additional Inspector
George Logan	Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- The school has gone through some significant changes in staff, organisation and premises since the last inspection and has subsequently changed its name.
- The school is growing in capacity to facilitate two forms of entry. There are now two classes in each Key Stage 1 year group.
- The school has a larger-than-average proportion of pupils from minority ethnic groups
- The proportion of pupils who speak a first language other than English is much higher than the average, but only a small number are at the very early stages of speaking English.
- The proportion of pupils supported by school action is broadly average.
- The proportion of pupils supported by school action plus, or with a statement of educational needs, is higher than average.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. This is additional funding for those eligible for free school meals, looked after pupils and pupils with a parent in the armed forces.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school has a breakfast and after-school club.
- The school works in partnership with Chingford Foundation School.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by making sure:
 - the learning in all lessons moves at a brisk pace
 - all pupils are regularly challenged to think hard about their learning.
- Ensure that subject leaders take a more active role in checking the quality of the school's work, particularly the quality of teaching.
- Make sure that all targets set for pupils, including those in individual education plans for pupils with disabilities and special educational needs, are tailored for individual pupils and are linked closely to achievement.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge that are generally well below the level expected for their age. Teaching in the Nursery and Reception classes is good so children settle well into school and make good progress, especially in personal, social and emotional development. By the end of Reception, standards are broadly average, although skills in number and calculations remain below average.
- In Key Stage 1, pupils quickly learn the sounds that letters make to support their reading and writing. They also learn the mathematical skills they need to make simple calculations. Pupils enjoy reading and have made good progress in their writing due to the introduction of a new systematic approach to teaching the sounds that letters make.
- These good achievements are maintained and built on in Key Stage 2, so that by the time the pupils leave in Year 6 their skills are above the national average in English and in line with the national average in mathematics. Current data show that this year the picture will be similar, as many pupils are already at the required levels.
- Results in writing have improved over the last two years because senior leaders have emphasised the need to motivate pupils by bringing learning to life. For example, on 'The day the Aliens landed in the school', the door was made into a rocket ship through which pupils entered the hall. On another occasion, the headteacher and deputy headteacher were taken hostage by a band of 'pirates' and pupils had to write letters to release them.
- The introduction of new mathematical apparatus and links with the secondary school have helped to accelerate pupils' progress in mathematics.
- Disabled pupils and those who have special educational needs make good progress as a result of the support they receive.
- The school is successfully closing the gap in attainment between pupils supported by the pupil premium, including those entitled to free school meals, and other groups of pupils. They make good progress due to the effective use made of suitable resources and some one-to-one help, and their attainment in English and mathematics at the end of Year 6, as measured by average point scores, is similar to that of their classmates.
- Pupils from different minority ethnic groups make similar progress. Those pupils for whom English is an additional language achieve well, particularly in reading, since the introduction of a new approach to teaching the sounds that letters make and support given through small group work.
- Progress seen in lessons in all year groups and in pupils' books shows that achievement is set to continue on an upward trend

The quality of teaching is good

- Teaching across the school is good. Teachers have established good working relationships with their pupils and this contributes to the pupils' eagerness to learn. As a result, pupils make good progress.
- Where teaching is most effective, the pace of learning is fast and teachers' expectations of pupils is high. Teachers ask demanding questions, which make the pupils think hard and pupils' understanding is regularly checked. These features are not evident in all lessons. Occasionally, the pace of learning is not brisk enough and pupils are not challenged to think for themselves sufficiently.
- Pupils are encouraged to discuss work and questions together; they share ideas, which help them to clarify their thoughts, with the result that they are eager to start work.
- A team of teaching assistants supports teachers. In the main, they make a good contribution to pupils' learning.

- Each pupil's progress in English and mathematics is regularly checked and tracked to ensure good progress is made. Targets are set for pupils, but these are not always helpful to individual pupils. These tend to be whole class targets, or targets which are too broad for some pupils, especially disabled pupils and those with special educational needs. Targets in the individual education plans for these pupils are sometimes a repeat of class targets and not specific enough for each individual pupil.

The behaviour and safety of pupils are good

- Pupils' behaviour in and around the school and in the playground is good. Pupils show respect for each other and even the youngest children are very aware of each other's needs.
- Pupils enjoy coming to school and the vast majority attend very well. Overall attendance figures are above average. However, there is a small minority who are poor attenders.
- Pupils have positive attitudes to learning. They proudly discuss what they enjoy most and why.
- Pupils feel safe and secure. They are very clear that should bullying occur it is dealt with speedily by the staff.
- Pupils relish the opportunity to take responsibility around the school in roles such as school councillors and play leaders. They are enthusiastic about the changes that they have suggested which have been implemented, for example new play equipment in the junior playground.
- Pupils are very receptive to working with a partner and do this readily and sensibly, showing good social skills. They are then able to concentrate to complete tasks without fuss.
- The school works well with other agencies outside the school to provide support for the pupils and their parents.

The leadership and management are good

- Leaders and managers have a shared vision for school improvement. They have provided clear direction for the school. There is a strong partnership between the headteacher, deputy headteacher and governors, which has been effective in raising standards in English and mathematics across the school.
- Leaders have rightly focused on a programme to improve the quality of teaching. Several staff changes and the employment of teachers new to the profession have slowed the school's progress a little and the school is aware that a small proportion of teaching requires improvement. However, teaching is well managed and this has led to the marked improvement in pupils' attainment and progress since the last inspection.
- Leaders regularly monitor lessons, provide feedback and set targets for teachers to improve their work. These are clear and linked to school improvement. There are secure links between teachers' performance and their pay progression
- Subject leaders do not always take an active enough role in promoting pupil progress within their subject areas by checking on the quality of teaching and learning.
- The school has an accurate understanding of its own strengths and weaknesses.
- Activities and lessons provide a range of experiences that contribute to pupils' spiritual, moral, social and cultural development. For example, all classrooms are named after artists with examples of their work. A native Italian speaker, who is fluent in Spanish and French teaches Spanish and there are opportunities for pupils to learn and play a musical instrument.
- The school fosters good relationships with parents and provides good pastoral care for all its pupils. There are strong links with the local secondary school and other partners, which also contribute to pupils' achievement and well-being.
- The governors fully support and monitor the use of funding derived from the pupil premium. This is used mostly to fund to small-group support and one-to-one work, which ensure that

eligible pupils progress as well as their classmates.

- All safeguarding complies with the statutory requirements. Any form of discrimination is confronted effectively, showing the school's firm commitment to equality of opportunity.
- The local authority has provided effective support with monthly meetings. They have supported the school's robust monitoring of teachers and the setting of targets to improve their work, which has helped to eliminate inadequate teaching. They have also supported moderation of work across different schools to bring about consistency in teachers' expectations of pupils' work.

■ **The governance of the school:**

- The governing body is knowledgeable and supportive. Governors challenge leaders to ensure that the school continues to move forward. They have a good knowledge of the quality of teaching in the school, how this has improved and the steps being taken to improve it further. They ensure that performance management is linked closely to pay progression. They also check that safeguarding is secure. Governors play an active role in the development of the premises and fully understand the data on how well pupils do and how this relates to schools nationally. Governors attend appropriate training and meet regularly with the headteacher to discuss issues arising from the management of the school. They understand fully how the pupil premium money has enabled small group teaching and the effect this has had on the attainment of these pupils. They have fully supported the senior leaders and have not been afraid to tackle inadequate teaching to help move the school forward.
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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	103081
Local authority	Waltham Forest
Inspection number	400300

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	368
Appropriate authority	The governing body
Chair	Peter Herrington
Headteacher	Lisa Cousins
Date of previous school inspection	24-25 September 2009
Telephone number	02085243099
Fax number	02085243099
Email address	school@parkside.waltham.sch.uk

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