

# Parkside Primary School

Bradshaw Way, Parkside, Stafford, ST16 1TH

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well because teaching is typically good and some is outstanding.
- Year 6 test results have risen and an increasing number of pupils are working at the higher Levels 5 and 6.
- Pupils make good progress across the school.
- The headteacher, ably assisted by other school leaders and the governing body, has been highly effective in leading changes that have resulted in rapid improvements in teaching and learning.
- Rigorous checks on teaching and good use of training and support for individual teachers have improved classroom practice and pupils' achievement.
- The strong staff team, led by the headteacher, has the drive and skills to make the school even better.
- Parents and carers are highly positive about the support their children receive and the continuing improvements at the school.
- Pupils' behaviour is good, both in lessons and around the school.
- Pupils are cared for very well and feel safe.
- The school provides pupils with an interesting range of subjects, topics and experiences which ensure they enjoy school.
- Governance is good because the governing body has a good grasp of the school's strengths and weaknesses and holds it accountable for pupils' achievement.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough.
- In a few lessons work is sometimes too easy for more-able pupils or too hard for those who find learning difficult.
- Pupils do not use information and communication technology often enough to find out information for themselves or to present their work.
- Pupils are not always given opportunities to follow up teachers' marking to improve their work.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. They visited 19 lessons, two of which were observed jointly with the headteacher and one with the assistant headteacher. Playtimes and lunchtimes were also observed.
- Discussions were held with the headteacher, other staff, pupils, members of the governing body and a representative of the local authority.
- The views expressed in the 11 questionnaires completed by staff were taken into account.
- Inspectors took account of 57 responses to the online questionnaire (Parent View). Inspectors also sought the views of parents through informal discussions at the start of the school day.
- Inspectors checked pupils' written work in a range of subjects and listened to pupils reading.
- They looked at a wide range of documents, including: the school's self-evaluation and plan for improvement; information on pupils' progress and attainment; school policies; records relating to safeguarding, attendance and behaviour; and teachers' planning of learning.

## Inspection team

Helen Morrison, Lead inspector

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils come from a White British background and very few speak English as an additional language.
- Around one in 15 pupils is disabled or has special educational needs supported by school action. This is below average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is well-below average.
- Around one in ten pupils is supported by the pupil premium (additional funding to support the learning of those known to be eligible for free school meals, those in local authority care and those with parents in the armed services), which is below average.
- The current headteacher was appointed in September 2012.
- The school shares its site with the independently managed Smilies Nursery. This is subject to a separate inspection and report.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Make sure that more teaching is outstanding by:
  - sharing more widely the outstanding ways of teaching already found in the school
  - ensuring the tasks pupils are given are neither too easy nor too hard, and that all teachers have consistently high expectations of what pupils can achieve
  - providing opportunities for pupils to make more regular use of information and communication technology to support their work in other subjects
  - ensuring pupils are given enough time to act on the good advice they are given by teachers so they can improve their work.

## Inspection judgements

### The achievement of pupils is good

- Since the previous inspection, pupils' attainment at the end of Year 6 has improved. In 2013 all pupils reached the expected Level 4 in reading and mathematics and almost all did so in writing and the English grammar, spelling and punctuation test. Over half of the pupils attained the higher Level 5, a higher proportion than that found nationally.
- Pupils' achievement has improved as a result of leaders' strong and successful focus on improving teaching. The school's tracking of pupils' progress and work seen in lessons during the inspection shows that the progress of all groups of pupils, including the more able, is good. Pupils who underachieved in the past are making faster progress and more pupils across the school are now working at levels above those expected for their age.
- Pupils' progress in writing has accelerated due to improved teaching and good opportunities to write at length about a range of subjects. As a result of interesting writing activities, often starting with a considerable amount of discussion, the gap between the attainment of boys and girls has closed. For example, in a Year 5 lesson the teacher's skilful questioning and use of humour helped pupils to write confidently about their recent residential trip. This demonstrated their excellent knowledge of grammar and wide-ranging vocabulary.
- Children join the Reception class with knowledge and skills typical for their age. They settle quickly and make good progress because they enjoy exciting activities that capture their interest. The strong focus on reading, writing and numbers prepares children well for work in Year 1.
- In 2013 the proportion of pupils in Year 1 who met the expected standards in the national screening test in phonics (letters and sounds) was high. Those pupils who did not meet this standard in 2012 have been well supported and almost all reached the expected standard by the end of Year 2.
- Most pupils make good progress in Key Stage 1 and in 2013 reached standards above those found nationally in reading, writing and mathematics.
- Those pupils for whom the school receives pupil premium funding achieve better than similar pupils in other schools nationally. They reach standards similar to their class mates in writing and mathematics and, while they are two terms behind in reading, this gap is closing. The different groups of pupils for whom the school receives pupil premium funding, including the more-able pupils within those groups, make good progress. Funding is well used to provide one-to-one and small group support and these pupils are given a book each term.
- Disabled pupils and those who have special educational needs make similar progress to the other pupils in their classes because the school provides well-targeted support for them.
- The school is using the new primary school sports funding to provide training for staff, purchase new resources and to develop the sports partnership with the local high school. This gives pupils good opportunities to develop their sports skills.

### The quality of teaching is good

- Since the previous inspection teaching has improved and is now typically good, with some that is outstanding. This is particularly the case in Years 5 and 6 where teachers' plans are carefully

pitched at the right level for the range of pupils' abilities and, consequently, all pupils make rapid gains in their knowledge and understanding. For example, in a Year 6 lesson on percentages, clear explanations and skilful questioning from the teacher and teaching assistants, together with excellent support for individual pupils, ensured all pupils enjoyed the increasingly complex tasks they were given and made rapid progress.

- Teachers work in close partnership with teaching assistants to plan imaginative activities that excite and motivate pupils to succeed. For example, in a Year 4 lesson pupils listened to a recording of the drone of aircraft overhead and the crash of exploding bombs before writing powerful descriptions of the work of air raid wardens in the second world war.
- Almost all parents rightly think their children are taught well, and pupils agree that teachers make learning interesting and fun.
- Pupils read with enjoyment and expression. A regular programme for the teaching of reading ensures pupils gain essential skills quickly, and pupils talk enthusiastically about authors whose work they enjoy.
- Pupils supported by the pupil premium receive well-managed help which enables them to progress as well as their classmates. Staff commitment and care also ensures that disabled pupils and those who have special educational needs are supported effectively and progress well.
- Teachers use interactive whiteboards confidently to enhance pupils' enjoyment of learning. However pupils are not given enough opportunities to use information and communication technology to present their work and to research information.
- Where, occasionally, teaching is less effective some pupils do not make as much progress as they should because they are given work that is either too easy or too hard.
- Pupils' work is regularly marked. Although teachers often identify the next steps pupils should take in their learning, sometimes learners are not given enough time to act on the advice they are given or try out the additional questions teachers pose. As a result, pupils do not always make as much progress as they should.

### **The behaviour and safety of pupils are good**

- All parents who responded to the online questionnaire said their children were well looked after and are safe in school. Almost all thought behaviour was good. Inspection findings support these views.
- Pupils behave well in lessons and around school. They are polite, courteous and have good manners. The school's records show that behaviour seen during the inspection is typical of that found every day.
- Pupils want to do well and please their teachers and this contributes greatly to their good achievement. They play an active role in school and enjoy taking responsibility, for example, belonging to 'pupil voice' or acting as play leaders at lunch times.
- Pupils have a good understanding of different types of bullying including cyber-bullying. Pupils said that, although there are occasional arguments, there is no bullying and, should it occur, staff would deal with it immediately. As a result, they feel safe in school. They are also taught

well about how to look after themselves out of school, particularly with regard to road and fire safety and when using the internet.

- Concern for pupils' welfare is a strength of the school. Strong links with external agencies, together with staff who know their pupils well, help to give sensitive support for pupils whose family circumstances may make them vulnerable.
- Attendance has improved and is now average. It is not higher because some pupils are taken on holiday in term time, despite the school's efforts to discourage this. Although the school provides incentives and rewards based on the attendance of classes the attendance of individuals is not rewarded.

### **The leadership and management are good**

- The strong leadership of the headteacher has driven improvements in teaching and pupils' achievement. His skilful management of the necessary changes has ensured all staff now share a determination to move the school forward, and this demonstrates the school's strong capacity for improvement.
- School self-evaluation is rigorous and accurate. Comprehensive analysis of information on pupils' attainment is used as the basis for school improvement planning. Training is carefully linked to the school's priorities and newly qualified teachers are supported well so they gain confidence and develop their skills. However, the outstanding teaching practices found in the school are not always shared with other teachers as well as they should be.
- Senior staff check the quality of teaching thoroughly and follow up any weaknesses. As a result almost all teaching is good, with an increasing proportion that is outstanding. Teachers' individual targets which are to set to improve their practice, and decisions made about increases in their salaries, are linked carefully to the quality of their teaching and evidence of the progress made by pupils in their classes. As a result, teachers are held accountable for pupils' achievement.
- Leaders responsible for particular areas of the school are involved well in checking pupils' progress and are having an increasingly positive effect on the quality of teaching. They have been given good training and lead their areas well.
- The Early Years Foundation Stage is well-managed and children are well-prepared for moving into Key Stage 1.
- The local authority has provided effective support to improve the quality of teaching.
- The subjects pupils learn are organised around termly themes and this provides interesting learning experiences which promote their spiritual, moral, social and cultural development well. Pupils work well together and show respect for the opinions and ideas of others.
- Pupils are given specialist music teaching so they have good opportunities to play a musical instrument and take part in singing events. The large school choir has won county competitions and participates in community events which enhance pupils' enjoyment of learning.
- The school ensures all pupils are included in its activities and has suitable policies and procedures for tackling discrimination should it arise. There are no recorded incidents of

harassment. Pupil premium funding is managed well so that eligible pupils make good progress.

■ **The governance of the school:**

- Governors use their skills, knowledge and experience to support, monitor and challenge senior leaders effectively. They are fully involved in setting performance targets for the headteacher as well as monitoring the effectiveness of targets set for teachers to raise the achievement of pupils. They understand the school's performance information well and check how decisions will have an impact on pupils' learning and achievement. Governors visit the school regularly so that they are well-informed about the quality of teaching. They ensure that teaching effectiveness relates to pay and promotions. Governors monitor the school's finances carefully and check regularly that the pupil premium funding is having the expected impact. Governors carry out their statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils fully meet national requirements.

## 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

<b>Unique reference number</b>	124197
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	426997

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Gibbons
<b>Headteacher</b>	Samuel Compton
<b>Date of previous school inspection</b>	18 October 2011
<b>Telephone number</b>	01785 617205
<b>Fax number</b>	01785 617207
<b>Email address</b>	office@parkside.staffs.sch.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

