

Parkdale Primary School

Parkdale Road, Carlton, Nottingham, NG4 1BX

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress. They enjoy their work, try hard and, achieve well.
- Most of the teaching at the school is good.
- Improvements to the school environment, such as the addition of the new library, enhance pupils' learning
- Pupils' behaviour in lessons is consistently good. They care about each other and present themselves as strong ambassadors of the school.
- The new headteacher and his deputy are leading the school well. Other senior leaders and governors also contribute well to school improvement. All of the issues from the last inspection have been addressed. The school has prioritised its work effectively.
- Pupils are very happy and they feel safe. This is acknowledged by parents who are overwhelmingly supportive of the school.

It is not yet an outstanding school because

- Not enough teaching at the school is outstanding.
- Pupils are using their personal targets more in some classes and not all pupils are using their targets across all of the subjects taught.
- The marking of pupils' work is not of a consistently high standard. Pupils are rarely given the opportunity to respond to teachers' comments and improve their work according to the suggestions made.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, including two joint observations with the headteacher and two joint observations with the deputy headteacher. The team also observed nine sessions of phonics (pupils learning about the sounds that letters make) and undertook a tour of the school with the headteacher to view interventions (additional individual or small group support for those pupils at risk of falling behind). Inspectors heard a sample of Year 2 and Year 6 pupils read.
- Meetings were held with the headteacher, other senior leaders, the inclusion manager, school staff, the Chair of the Governing Body and five other members of the governing body, groups of pupils, and the lead inspector held a discussion with a local authority representative.
- Inspectors examined 23 Ofsted questionnaires completed by school staff and 64 online responses to the Parent View questionnaires. Telephone feedback was also received from one carer.
- Inspectors looked at a range of school documentation, including data related to pupils' achievement and progress, teaching observations and records of managing staff performance, logs of pupils' behaviour and attendance, information on keeping pupils' safe and recruiting safely, and minutes of governing body meetings.

Inspection team

Jane Melbourne, Lead inspector

Her Majesty's Inspector

Roary Pownall

Additional inspector

Kevin McHenry

Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. The school had a new headteacher at the beginning of this academic year.
- The proportion of pupils eligible for pupil premium funding (which provides additional funding for those pupils known to be eligible for free school meals, who are in local authority care or who are from service families) is below average.
- The proportion of pupils with disabilities and special educational needs supported at school action is above average, and the proportion is supported at school action plus is well below average. There are currently very few pupils who have a statement for their special educational needs.
- The proportion of pupils from minority ethnic backgrounds is well above the national average; as is the percentage of pupils who speak English as an additional language.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - ensuring the marking of pupils' work is of a consistently high standard and that pupils have time to respond to teachers' comments and improve their work
 - making continual reference to pupils' targets in all subject areas and having the same high expectations for writing in every piece of work undertaken by pupils
- Raise attainment across the school by:
 - directing the additional pupil premium funding more effectively and checking the impact of the spending regularly in order to successfully narrow the achievement gap between pupils
 - engaging parents of pupils more effectively in their children's learning to further improve pupil outcomes

Inspection judgements

The achievement of pupils is good

- Children make a positive start in the Early Years Foundation Stage. They make good progress taking account of their low starting points on entry due to the school's strong emphasis on promoting children's personal, social and emotional development and their communication, language and literacy skills.
- Last year, the percentage of Year 1 pupils who met the expected standard in the phonics screening check increased significantly and was broadly in line with the national average.
- Pupils make good progress in Key Stage 1 and achieve well. They do better in reading and mathematics than in writing. Last year, more Year 2 pupils than the national average attained the higher levels in their end of year assessments in all subjects.
- In 2013, pupils who speak English as an additional language' attainment was higher than the national average at the end of both Key Stages 1 and 2 and in line with other pupils in the school.
- The progress of last year's Year 6 pupils was improved on previous years. Their progress exceeded the national average in reading and mathematics and was broadly in line with the national average in writing.
- Those pupils who are eligible for pupil premium funding are achieving above national average, although they still do not achieve as well as other pupils in the school.
- In last year's end of Key Stage 2 tests, the percentage of pupils achieving the higher level in all subjects was above the national average in reading, mathematics and in the English grammar, punctuation and grammar tests. However, fewer of the most able pupils achieved the higher level in writing.
- In Year 5, pupils are making less progress than other year groups. This is being checked by the school extremely carefully.
- The school is successfully closing the achievement gap between disabled pupils and those with special educational needs and other pupils. The school is carefully tracking the progress and achievement of all pupils and groups of pupils. As a result, any pupils falling behind are swiftly identified and appropriate support packages are put in place.
- Pupils are encouraged to use the inspiring library and to read at home regularly. Where pupils are doing so, this has a marked impression on their progress in reading, which is good overall.

The quality of teaching is good

- Over time, the consistently good quality of teaching has resulted in good progress and achievement. During the inspection, lesson observations confirmed this picture and a small amount of outstanding teaching was seen.
- Teachers are planning their lessons thoroughly and are adapting the activities to the range of needs in the class. They build on what they know from what was taught the previous day, reinforcing learning where necessary or adding to pupils' knowledge and skills appropriately.

- Teachers also assess pupils' learning regularly as they go along. This all ensures that pupils are secure in their learning before they move onto the next step. This equally applies to the teaching of phonics, where pupils are making good progress and are using their newly acquired phonic knowledge to help them de-code and build words in their reading and writing.
- The teaching of mathematics is good. Concepts are well explained overall. In the Early Years Foundation Stage and Key Stage 1, many practical resources are used widely, in different and innovative ways, to aid pupils' learning; helping them to use and apply their mathematical knowledge and understanding.
- There is a good level of challenge provided for those pupils who learn quickly and who are capable of achieving higher levels than other pupils. This has been less successful in writing than in mathematics, science and other subjects. There are regular discussions amongst staff on how to best meet the needs of gifted and talented pupils inside and outside of lessons.
- Pupils respond well to teachers' high expectations and produce a good level of work when they know exactly what is required of them.
- Pupils are set personal achievement targets for their writing and mathematics. However, they are not always applying their targets to their work in other lessons. Therefore, their writing is not always to the same good standard as it is in literacy lessons.
- Pupils' written work is marked regularly. Some of the written feedback is constructive and gives pointers for what is needed next. However, not all marking in the school is to the same good standard. Typically, very few pupils actually respond to their teachers' comments and correct their work, or ensure that they use this advice in future work.
- The teaching in the Reception classes is good. There are effective systems of planning for children's learning based on regular observations and on-going assessment of their progress. Currently the outdoor area, which is under-resourced, is not as good as the high quality indoor provision. New arrangements for the Reception children going out at break time with other pupils sometimes interrupts the continuity of their learning.

The behaviour and safety of pupils are good

- The behaviour and attitudes of pupils are good, including outside of lessons. This makes a significant contribution to their learning.
- Pupils are proud to be at Parkdale Primary School and understand the code of conduct for their behaviour and the anti-bullying charter. If they have any concerns, they are reassured that they are able to use the confidential 'worry box'. Pastoral care is a strength of the school.
- The school tackles discrimination pro-actively and fosters good relations between pupils. There is a good awareness of bullying and the different forms of bullying. The school has successfully worked on raising pupils' understanding of racist and homophobic bullying this year, which has now been virtually eradicated.
- Attendance is just slightly above the national average. The school has a very small number of more frequent non-attenders; often pupils who come from out-of-catchment and fall within a different local authority area. The school works hard to co-ordinate the multi-agency support necessary to address this. The new headteacher has correctly identified the serious issue of

ensuring that procedures for following up non-attendance are as rigorous as they can be.

- The school's work to keep pupils safe and secure is good. Pupils are safe because staff training on child protection is up-to-date and they are clear on what action to take. There are very few serious accidents or incidents. The school is rigorous in its record keeping and the procedures related to the safety and protection of its pupils. Safeguarding procedures meet current requirements.

The leadership and management are good

- The new headteacher has injected a renewed drive and energy into the school. He is working well with the deputy headteacher and the other senior leaders around him. Everyone is clear of their roles and responsibilities and they are mainly carrying out these effectively.
- The school has evaluated itself accurately. It is aware of its shortcomings and has already made a start on tackling these, driven by a sensibly prioritised action plan. It is not complacent in its ambition to becoming an outstanding school, and is already making strides in this direction.
- Input by subject leaders with other staff, and participation in carefully chosen professional development outside of the school, has led to continual improvement in the quality of teaching.
- The headteacher and deputy headteacher check the quality of teaching thoroughly. Their observations are accurate and actions for improvement are clearly identified and followed up. This forms the basis of discussions about rewarding good teaching and salary progression.
- The headteacher and the governing body take the performance management of staff seriously. Timings of setting targets for staff are now closely aligned to the beginning of an academic year and to the pupils they are working with. Consequently, each staff member is very clear of the school's expectations for them.
- Targets set for subject leaders are currently linked to actions and not upon outcomes for pupils. Therefore, not all leaders are sufficiently accountable for raising standards in their subject.
- The school's planning across all subjects ensures that the subject matter is relevant and interesting for the pupils. There is special consideration given to boys' engagement, particularly in the types of reading material and subject matter which will appeal to them.
- The pupils' spiritual, moral, social and cultural development is well considered and underpins the school's ethos. Pupils have good opportunities for reflection during assemblies, in circle time and in many lessons.
- The school ensures that there is equality for all pupils within school. It uses some of the pupil premium to ensure that eligible pupils are able to access facilities to enhance their gifts and talents, such as additional music tuition.
- The school analyses pupils' participation in out of school clubs, although this really comes too late in the school year for them to be able to act promptly upon its analysis.
- Pupils with disabilities are well integrated into the life of the school. Governors check that girls and boys are equally included and that any inconsistencies in attainment are being addressed.

- The school has allocated the use of its pupil premium funding in a range of ways. Whilst there is evidence of the additional support broadly contributing to raising the achievement of pupils for whom it was intended, leaders have not been totally effective in checking the impact of its spending in all areas, or evaluated which initiatives are more successful in closing achievement gaps.
- The school has made effective use of the primary school sports funding available to them. This is raising pupils' participation in a wider range of sports and performance at higher levels, for example in athletics. Pupils are improving their physical skills; some with the aim of training eventually as junior sports leaders.
- The new headteacher has improved communication with key stakeholders, including parents, who are highly supportive of the school's work. However, the school is not doing enough to further the partnership with parents to improve outcomes for pupils overall.
- The local authority has fulfilled their role in accordance with the Nottinghamshire School Improvement Strategy. This included induction for the new headteacher and will include moderation of assessment in the Early Years Foundation Stage and Key Stage 1. Support has not been sufficient to provide any additional challenge to the senior leaders or to have an impact on school improvement.
- **The governance of the school:**
 - Governors have an accurate view on most, but not all, aspects of the school. For example, they have an accurate handle on the quality of teaching at the school and the school's performance against other schools nationally. They are aware of the school's self-evaluation and have provided challenge in relation to it. However, they have not provided a direct contribution to it. Governors ask challenging questions of the senior and middle leaders, although they are over-reliant on the information provided to them by the school before they provide the necessary challenge. The governing body meetings are well focussed on the most pertinent issues and their visits are becoming sharper and more closely aligned with the school improvement plan. However, visits are not always taking place early enough in, or ongoing throughout, the school year to keep a sufficiently close check on the school's progress for themselves. Governors have authorised the school's use of pupil premium on providing additional support for pupils, and part of the school budget on reducing the class sizes in Years 2 and 6, but they have yet to check fully on the impact of these decisions on improving outcomes for 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	122528
Local authority	Nottinghamshire
Inspection number	445973

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Dennis Jones
Headteacher	Peter Hillier
Date of previous school inspection	14 Sept 2010
Telephone number	01159 110066
Fax number	01159 110084
Email address	office@parkdale.notts.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. 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 and 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 2014

