

Parkside Primary School

Western Road, Goole, DN14 6RQ

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	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

- Achievement is not yet good because not enough pupils make more than the progress expected of them, particularly in mathematics.
- Teaching quality is too variable across the school and over time not enough has been of good quality.
- The work pupils are set is sometimes too easy for them. For some, the work is too difficult.
- In some classes, science is not frequently studied nor in sufficient depth.
- School leaders have a patchy understanding of how best to use data to improve the quality of teaching at a faster rate.
- The governing body does not fully challenge the school on matters relating to the pupil premium, the quality of teaching and pupils' achievement.

The school has the following strengths

- Achievement is rising and is now broadly average in reading and writing by the time pupils leave Year 6.
- Disabled pupils and those who have special educational needs make good progress.
- Pupils behave well, feel safe, are polite and well mannered. Their attendance is above average.
- Pupils' spiritual, moral, social and cultural development is good. Many enthusiastically take part in singing, arts or sports activities.

Information about this inspection

- Inspectors observed 15 parts of lessons, of which one was observed jointly with the headteacher. Additionally, pupils' work in each year group was scrutinised to check on the progress they had been making over time, and inspectors listened to pupils reading.
- Meetings were held with pupils, the headteacher, other staff, members of the governing body and a representative from the local authority.
- Inspectors checked on the progress the school had made since its last full inspection and the monitoring visit carried out by one of Her Majesty's inspectors (HMI) which took place in January 2012.
- Inspectors analysed the 63 responses that had been submitted to the online questionnaire for parents (Parent View).
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings, and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector	Additional Inspector
Robert Pye	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- A below average proportion of pupils is eligible for the pupil premium. The pupil premium provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- Most pupils are from White British backgrounds.
- In 2013, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress.
- Over the past year, three school leaders have been appointed to their roles.

What does the school need to do to improve further?

- Improve teaching further and so raise pupils' achievement so they become at least good by ensuring:
 - pupils are set work that is not too easy or too hard for them, particularly in mathematics, so that they reach higher standards
 - more pupils make good, rather than just the progress expected of them in all subjects
 - no opportunities are missed in the Nursery and Reception classes to improve children's speaking, reading and writing skills
 - pupils have better opportunities to use and apply their writing and mathematics skills across a range of subjects, such as science, history and geography
 - pupils develop their science skills often and well in all classes.
- Improve the impact of leaders and managers, including governance so they become at least good by:
 - improving all leaders' and teachers' understanding of how to use data to improve the accuracy of the judgements they make about the school's work, raise achievement, manage teachers' performance and measure the impact of initiatives that the school introduces
 - ensuring that all leaders are more thorough when checking the quality of teaching, for example, by rigorously checking pupils' progress in their books over time, and do not over rely on snapshot observations of teachers
 - ensuring the governing body increases the level of support and challenge in relation to the impact of the pupil premium on pupils' achievement, the management of teachers' performance and the quality of teaching.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement varies across the school, so is not yet consistently good. There was a sharp downwards dip in standards in 2013. However, inspectors took into account the very latest data and found that standards by the end of Key Stage 1 and then by the end of Key Stage 2 are now broadly average in reading and writing and below average in mathematics.
- The progress pupils make varies between classes, which ties in with the quality of teaching. While a reasonable proportion of pupils make the progress expected of them, not enough go beyond this to make good progress.
- The most able pupils sometimes do not make enough progress. In 2013, this was the case in all subjects. Inspectors found that the most able pupils still do not make good progress.
- Children's achievement in the Nursery and Reception classes varies. They tend to make slower progress in Nursery from their starting points, which are below those typical for their age, but then their progress accelerates in most areas of learning when they are in the Reception class. However, missed opportunities to improve children's speaking, reading and writing skills mean they lag behind in these areas of learning. This means there is some catching up to do when they start in Year 1.
- Pupils' skills in science vary because in some classes, very little science work is done, or it is simplistic and lacks depth. Moreover, in history, geography, science and religious education work, teachers miss opportunities to reinforce the skills pupils have learned in reading, writing and mathematics lessons. For example, in one class, pupils' writing showed that they were able to write good sentences, had spelled words, used full stops and commas correctly. However, in the same pupils' history and geography work, they had not demonstrated these skills.
- The pupil premium is used to provide group sessions to boost pupils' achievement. Its spending has had mixed success in the achievement of those who are eligible for the funding, including those known to be eligible for free school meals and other pupils. In 2013, there was a wide difference in pupils' progress in mathematics, but no difference in progress in reading and writing. Overall, the difference in standards between the two groups of pupils was equivalent to two terms of progress.
- Disabled pupils and those who have special educational needs make good progress. The new emphasis the school has placed on making no excuses for these pupils' low achievement has paid off. All pupils now receive a carefully tailored package of support which enables them to thrive.
- The school analyses the achievement of different groups of pupils well. This has ensured that all groups perform equally well. For example, the difference in boys' and girls' achievement that was apparent in 2013 has been addressed well. This demonstrates that the school promotes equal opportunities well.
- Pupils' phonics (how sounds relate to letters) skills are now better than before. Inspection evidence shows that standards at the end of Key Stage 1 have risen from previous years and more pupils are making the progress expected of them at the end of Key Stage 2 than they did previously. Therefore, while achievement is not yet good the improvements made since the weak results of 2013, mean that it requires improvement.

The quality of teaching

requires improvement

- The quality of teaching is improving and as a result standards are rising slowly. However, teaching is still inconsistent in quality.
- Work is sometimes too easy. For example, inspectors saw several examples of work from the most able pupils, middle- and low-ability pupils and some at the early stages of speaking English, being given identical writing work to do. Predictably, the most able did well and the least able struggled. The main reason this happens is that teachers have a mixed understanding

of how to use achievement data to set work that is neither too difficult nor too easy for pupils.

- In mathematics, in particular, teachers do not use the information they have from pupils' assessments to make sure work is challenging. For example, some of the most able Key Stage 1 pupils were seen by inspectors adding $30+20+10$, when they were more than capable of tackling four digit calculations.
- More emphasis is now placed by teachers on improving pupils' spelling, punctuation and grammar skills within their writing. There are more opportunities for pupils to write extended pieces of work that enable them to demonstrate their skills more effectively.
- Teachers often spot pupils quickly who have misunderstandings in class. They patiently explain things clearly to them and ask questions to see if they have understood properly.
- The newly stocked library is now starting to make a positive difference to pupils' reading habits. Moreover, in class, pupils now read a wider range of texts, including poetry, fiction and non-fiction, which is beginning to inspire pupils to read more widely for pleasure.
- The quality of marking and feedback that pupils receive has improved over the past few months. This has been as a result of the local authority's focus on improving this in response to the previous inspection. On the whole, pupils now revisit their work and improve it as a result of teachers' often helpful comments. Occasionally, however, teachers are too quick to praise work that is of questionable quality.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils in the playground play sensibly together and enthusiastically talk about how when they go on the 'trim trail' (adventure playground activities), it makes them out of breath and said that: 'that's good for your health'. Moreover, inspectors were impressed by the large number of pupils who opted to cycle to school. 'It's so flat around here, you might as well bike-it and get some exercise', as one pupil said.
- The school's work to keep pupils safe and secure is good. Pupils talk knowledgeably about how to stay safe on the internet. Most have mobile phones and were able to say what they should do if they received a text message they were not happy about.
- Pupils say bullying is rare and are well aware of the different kinds of bullying. Teachers are approachable and always deal with bullying when it occasionally happens. As one pupil put it, 'You can't stamp it out forever, that's impossible, but we know who to go to if teasing becomes bullying'.
- In class, pupils' attitudes to learning are improving. Occasionally, when the work does not fully challenge them, they wait patiently for others to catch up, but lessons are very rarely disrupted due to bad behaviour and only brief reminders by teachers such as to concentrate on their work, are all that is needed for pupils to sit up and pay attention. Most pupils' work shows that they take a pride in its presentation, by underlining titles and keeping books free of graffiti.
- The school has a simple, well-understood system for managing behaviour. All staff apply this consistently well and pupils were able to talk to inspectors about how it worked and how it made them feel well looked after in class.
- Many pupils take part in sports activities or play the violin. In assembly, all pupils sing tunefully and with enthusiasm while behaving very well. These activities ensure pupils' spiritual, moral, social and cultural development is strong.
- At lunchtime, pupils' table manners are good and they ensure they tidy up after themselves. They wear their uniform proudly and do not drop litter on the school site.
- Attendance has improved and is now above average, with most pupils arriving punctually in the morning.

The leadership and management requires improvement

- Inspectors found that there was a strong team ethic among middle and senior leaders, as was reported in the HMI visit in January 2013. While there is undoubtedly a passion to succeed, subject leaders and senior leaders are not thorough enough in their checks on the quality of teaching. They place too much importance on snapshot judgements of teaching. In most cases, teachers have advance notice of when they will be observed and naturally, often perform well. Inspectors found that achievement data from classes and pupils' work over time did not reflect this rather rosy picture of teaching.
- There are gaps in senior and middle leaders' and teachers' understanding of how data can be used to improve teaching and achievement. It is this fundamental issue that has led to a lack of sharpness in relation to teachers' performance management, how the school judges how well it is doing, measuring the impact of actions and improvements in teaching quality.
- The new subject leaders of mathematics and literacy are not short of enthusiasm. They have very good knowledge of their specialist subjects, but are still learning how to analyse data to pinpoint weaknesses in teaching. Moreover, while they introduce new initiatives in class aimed at improving teaching, they do not use data as sharply as they could to measure the impact of these initiatives on pupils' achievement.
- The management of teachers' performance is lacking in rigour. This is, again, because of senior leaders' variable understanding of data to set targets for teachers. While there is a link made between teachers' pay and the quality of their teaching, targets that are set are too vague. Plans are afoot to strengthen the system of performance management, including that of the headteacher.
- The curriculum is improving. There are now more opportunities for pupils to read a range of fiction and non-fiction than there were at the time of the previous inspection. In Nursery and Reception, adults help children to learn well outside through play to enhance children's learning experiences indoors.
- The management of special educational needs has moved on considerably. Data is used very well here to measure impact. This means if programme of support does not work, it is detected quickly and something else is put into place. This is the key reason why the achievement of disabled pupils and those who have special educational needs is now good.
- Safeguarding meets all current legal requirements.
- The primary school sports funding is used well to help staff learn from an experienced professional sports coach. This ensures the positive effects of the funding on pupils' health and well-being will continue once it stops.
- The local authority has given good support to teachers to improve the accuracy of their assessments and to improve their marking. As a result, teachers now mark more accurately and give more useful advice to pupils. However, the local authority endorsed the school's over generous judgement of its performance and has not helped school leaders to fully understand what is needed for pupils' achievement to become consistently good.
- **The governance of the school:**
 - The governing body understands that pupils' achievement is improving, but its members do not all have the skills to rigorously challenge school leaders to ensure it rises at a faster rate in all subjects. Moreover, the information that is given to governors by the headteacher is limited in its detail, so they do not have enough detail to probe and question the headteacher. Time in governing body meetings is taken up with procedural, routine matters rather than the core business of discussing teaching quality and rates of pupils' progress. Therefore, governors know that teaching quality is improving, but are not aware of remaining inconsistencies. Attainment or progress gaps that exist between those pupils eligible for the pupil premium and other pupils are discussed, but only superficially, which again, gives governors limited information to ask challenging questions. On the positive side, governors are keen and enthusiastic. Some members often visit the school to find things out for themselves and have been given good quality, detailed information by the new special educational needs coordinator, which is improving their understanding of achievement.

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	442243

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	490
Appropriate authority	The governing body
Chair	Jean Kitchen
Headteacher	Nicholas Stafford
Date of previous school inspection	7 November 2012
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 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

