

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566933  
**Direct F** 01695 729320  
**Direct email:**  
ggleaden@cfbt.com



13 November 2014

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

Dear Mr Stafford

**Requires improvement: monitoring inspection visit to Parkside Primary School, East Riding of Yorkshire**

Following my visit to your school on 12 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. 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.

This was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection on 2-3 July 2014. At its previous section 5 inspection the school was also judged to require improvement.

This monitoring inspection was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that subject action plans designed to raise achievement make specific reference to outcomes that reflect the skills, knowledge and understanding that pupils are expected to acquire
- establish a small governing body school improvement committee to monitor the progress being made by senior leaders in relation to the areas identified for improvement at the time of the previous inspection
- check the quality of learning in lessons and the extent to which teaching promotes or inhibits it on a regular basis.

## **Evidence**

During the visit, meetings were held with the headteacher and deputy headteacher, Chair of the Governing Body and three other members, middle leaders and a representative of the local authority to discuss the action taken since the previous inspection. The school improvement plans were evaluated and visits were made to a number of classes with the headteacher.

## **Context**

Eight teachers have joined the school since the inspection in November 2012. This equates to half of the teaching establishment. The recent inspection in June 2014 judged the behaviour and safety of pupils to be good. The report also stated that achievement is rising. A recommendation was made for an external view of governance.

## **Main findings**

The recent inspection report acknowledged that achievement is rising and is broadly average by the end of Year 6. In fact, achievement by the end of Key Stage 1 and 2 is the highest it has been for five years. The progress that pupils now make from Years 2 to 6 compares favourably with that achieved nationally, particularly the proportion making better than expected progress in reading, writing and mathematics. This is an improving school which had a great deal of ground to make up following the inspection in November 2012. Further work is required to raise achievement in relation to the proportion of pupils achieving standards expected for their age as well as the higher levels in English and mathematics. It is essential that senior leaders now focus their efforts on accelerating the drive for improvement.

Senior leaders have introduced an effective system that enables teachers to monitor pupils' progress as they move through the school. The data this generates is used to identify under-achievement and appropriate support is then allocated to individual pupils. This intervention is proving successful in enhancing pupils' progress. Senior and middle leaders check the quality of teaching often. However, the main objective for senior leaders is to raise achievement by helping pupils make faster progress in learning. Therefore visits to lessons should focus more on the quality of learning and the contribution that teaching makes to it.

The school improvement plan, arising from accurate self-evaluation addresses all of the areas of concern arising from the recent inspection. It conveys a sense of urgency with clear deadlines for improvements to be realised. This bodes well as it is the pace of improvement that needs to be increased. Subject leadership is now shared in teams with one member of staff taking the lead. This is a positive step that makes good use of teachers' skills. It also allows for succession planning which ensures that the drive to secure improvement will not be delayed if staff should leave. Subject leaders, many of whom are new to the role, are committed to playing a central part in taking the school forward. The action plans completed by subject leaders contain appropriate strategies; however the skills, knowledge and understanding that pupils are expected to acquire are not clearly identified.

The most recent inspection recommended a review of governance. This is timely and warranted. The initial review meeting took place the day before the monitoring visit and so it is too early to comment on the outcome. However, it is clear that the extent to which the governing body monitor the work of the school; particularly with regard to evaluating the action taken to improve provision is not good enough. As matter of urgency a small school improvement committee should be established to monitor the progress being made by senior leaders in relation to the areas identified for improvement at the time of the recent inspection. The committee should meet regularly and see for themselves how pupils are benefitting from improved learning and teaching.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided effective support and this has helped the school move forward. The headteacher acknowledges this, particularly the assistance given to improve the accuracy of teacher assessments as pupils move through the school. However, as the school accelerates the pace of improvement the local authority will need to intensify the support especially for middle leaders and the governing body.

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

Yours sincerely

Christopher Keeler

**Her Majesty's Inspector**