

# Parsloes Primary School

Spurling Road, Dagenham, Essex, RM9 5RH

**Inspection dates** 23–24 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Despite some improvements in teaching and achievement since the previous inspection, leaders have been unable to secure consistently good teaching throughout the school. Because of this, progress in writing and mathematics is not as good as it could be.
- Leaders, including governors, do not have a sufficient understanding of how different groups of pupils are doing. Actions are sometimes not specific enough to bring about faster progress.
- Plans for the future do not include measures by which leaders can check on the progress of their actions. This hinders leaders' ability to review during the year how successful the plans are.
- Disadvantaged pupils in some year groups do not benefit as much from the additional funding as they could. The gap between them and their classmates sometimes widens as a result.
- Writing activities are not always demanding enough especially for more able pupils. Too few reach the higher levels they are capable of. There is not enough evidence in pupils' books that they do sufficient writing in other subjects and for different purposes.
- There are insufficient checks to see if pupils have followed the guidance teachers give them. As a result, pupils repeat mistakes, especially with their spelling.
- Pupils get too few opportunities to deepen their learning through tackling challenging problems in mathematics.
- The information governors are given is not sufficiently detailed about pupils' achievement. They are not able to challenge the school as effectively as they could.

### The school has the following strengths

- The behaviour of pupils is good. The school is a happy place where pupils feel safe and cared for.
- Pupils' social, moral, spiritual and cultural development is promoted well and they are well prepared for life in modern Britain.
- Children achieve well in Nursery and Reception because provision is good.
- Reading is very well promoted and teaching is strong. Pupils make good progress and achieve well in all year groups.
- Pupils who arrive in school speaking little or no English receive good support and make good progress.
- There are good procedures in place to ensure that pupils are safe.

## Information about this inspection

- Inspectors made 29 visits to classrooms to observe pupils’ learning. Senior leaders accompanied inspectors on some of these visits. Inspectors also spent time examining pupils’ work books. They also observed other aspects of the school’s work, including a rehearsal of the school choir.
- Meetings were held with members of the governing body, including the Chair, as well as with teachers and school leaders. The inspection team also met with a representative from the local authority.
- Pupils took inspectors on a tour of the school. The inspectors met with a group of Key Stage 2 pupils, listened to Year 1 pupils read, and spoke to individuals in their classrooms about their work. They spent time in the dining hall and on the school playground where they also spoke to pupils. They also reviewed correspondence from a parent.
- Inspectors spoke to parents at the school gate. They also considered the 45 responses to the online questionnaire (Parent View). Inspectors reviewed 36 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school’s own information relating to pupils’ achievement, the school’s review of its work and plan of action. They also looked at reports of visits made by representatives of the local authority. They considered records relating to behaviour and attendance and checks on teaching as well as school documents relating to safeguarding. The inspectors also considered the school’s website.

## Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

Avtar Sherri

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school. The number of pupils has risen by one fifth since the last inspection.
- Two in every five pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who are looked after). This is above average.
- The proportion of pupils who are disabled or have special educational needs is below average.
- Three out of every five pupils are from minority ethnic groups other than White British. About one half of these do not speak English as their first language. Just over a fifth of pupils are from Black African families.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs a breakfast club which was visited as part of this inspection. There are also after-school clubs run by the school and by external providers.
- Children attend the Nursery classes part time. The Reception classes are full time.

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

- Improve teaching so that more pupils make faster progress, especially in writing throughout the school and in mathematics at Key Stage 2, by:
  - giving pupils work, especially in writing, which makes greater demands on them so that more reach higher levels of attainment
  - checking carefully that the guidance pupils are given as to how to improve their written work is followed and mistakes are corrected, particularly spelling mistakes
  - increasing the opportunities pupils have to write in other subjects so they can use their skills for a wide range of different purposes
  - providing greater opportunity for pupils to deepen their understanding in mathematics by challenging pupils with problems that enable them to apply their skills.
- Improve leadership and management by:
  - developing systems to more carefully check on the progress of different groups of pupils
  - carefully analysing the performance of different groups of pupils throughout the school so that appropriate actions can be taken to bring about improvements
  - ensuring that the school's plans to improve teaching and achievement have clear interim measures by which leaders can check if their actions have been successful
  - making sure that all disadvantaged pupils benefit from the additional funding so that a higher proportion make more rapid progress and catch up with their classmates

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

## Inspection judgements

### The leadership and management **require improvement**

- While leaders have made some improvements since the previous inspection, there are still inconsistencies in the quality of teaching. Because of this, not enough pupils are making the progress they are capable of, especially in writing and mathematics.
- The school's analysis of its performance is hampered by the lack of deep understanding of how different groups of pupils are doing, particularly those who are disadvantaged. Some aspects of the school's plans are not precise enough in identifying the actions that would bring about faster progress. School plans also do not provide sufficient interim measures to enable leaders, including governors, to check during the year if actions have been successful.
- Leaders and governors are not ensuring that all disadvantaged pupils benefit as much as they could from the additional funding. While the progress of this group is not inadequate, not enough are making the faster progress that more precise directing of the funding would bring about. Hence the gap in attainment is not closing quickly enough. Leaders, including governors, understand how the performance of this group compares to other pupils nationally and in the school at the end of Year 2 and Year 6.
- Through a period of rising school numbers and staffing changes, leaders have maintained the good achievement in reading, the good quality of provision in the Nursery and Reception and the good behaviour of pupils. The school continues to foster good relations. There has also been an improvement in the teaching of mathematics due to teachers' stronger subject knowledge. This shows the school's capacity to bring about further improvements.
- The school's phase leaders are increasingly having an impact on improving the quality of teaching. They are strong role models and provide good support in helping teachers to improve, especially those who are new to the profession. They are developing their skills in analysing pupils' progress to enable them to provide even greater challenge to teachers.
- The school's curriculum (the subjects taught) is broad and balanced. The school provides well for pupils' social, moral, spiritual and cultural development. British values, especially of tolerance and respect, are evident in how well pupils get on together. They show good understanding of different faiths and cultures and develop mature attitudes to right and wrong. They are well prepared for life in modern Britain. 'Britishness' was celebrated on the first day of the inspection which was St George's Day. Pupils all dressed up for the occasion and the National Anthem was sung enthusiastically at the end of the school day by one class. The inspectors were fortunate to observe a rehearsal of the school choir. The school are founders of the Dagenham Songwriter's Choir which involves pupils composing and singing their own compositions.
- Parents who responded on Parent View or who were spoken to during the inspection are generally positive about what the school provides for their children. They value the accessibility of school staff at the start and end of the school day. They express confidence in leaders' abilities to deal with any issues which might affect the learning and well-being of their children. Staff are also confident in school leaders and value the opportunities they are given to become better teachers.
- The extra funding to increase participation in school sport is used effectively. Specialist coaches are improving the quality of the teaching and there is now a larger range of after-school clubs for pupils to attend. The school has noted an improvement in performance in sporting competitions with other schools. Pupils are aware that participating in school sports can contribute to them staying healthy.
- Leaders, including governors, ensure that safeguarding procedures are rigorous and that all staff have regular training. Systems are in place to ensure all aspects of safety meet statutory requirements. Equal opportunities are promoted effectively and discrimination of any sort is not tolerated.
- The local authority has not challenged the school rigorously enough to justify its evaluation of its work, particularly around pupils' achievement. It has an overgenerous view of how well the school is doing. The local authority has provided good support to leaders in improving aspects of teaching and learning and in providing training to governors.
- The school's breakfast club provides a good start to the day for those who attend. It is well led and managed.
- **The governance of the school:**
  - The governors are enthusiastic and have a strong desire to do the best they can to help the school improve. Governors have taken on board the recommendations of an external review of governance from the last inspection and are becoming increasingly effective.
  - Governors understand the national data for performance at the end of Year 2 and Year 6 and how this compares to other schools nationally. They understand how pupils' achievement was better in reading

and mathematics in 2014 than in writing. Governors have a broadly accurate view of the quality of teaching but are hampered by a lack of clear information about the progress of different pupil groups in all parts of the school. A recent restructuring of the governing body which links governors to various areas of the school's work is helping governors gain more information about what is happening in school. Recent governors' minutes show that this is leading to a greater level of challenge to school leaders. Governors are now visiting the school more regularly to gain first-hand information about the school's work.

- Governors were involved in the formulation of the school pay policy and are aware of how teachers' pay is based on their performance. They understand what is done to support teaching where there is underperformance. They ensure the school's finances are managed appropriately.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils behave well in lessons and help each other well when given the opportunity. Around the school, behaviour is also good and pupils take a pride in their school. They care for the school environment by, for example, disposing of litter properly.
- Pupils are keen to learn and only when the teaching is not as strong do they sometimes lose concentration. Pupils are well looked after and they show how much they appreciate this by the care they show towards each other. Older pupils proudly put on blue vests to be a visible sign of help for younger pupils. Pupils aspire to be school ambassadors and value the opportunities this provides for them to contribute to decisions that affect them.
- Parents who responded on Parent View or who were spoken to at the school gate nearly all agreed that their children were happy and enjoy coming to school. Most felt that the school made sure pupils were well behaved and looked after well.
- Pupils' attendance is broadly average and the school's efforts to improve punctuality are increasingly effective. The recently appointed pastoral support worker has started to work with families whose children are frequently absent to improve attendance still further.

### **Safety**

- The school's work to keep pupils safe and secure is good. All aspects of child protection are taken very seriously. The school is rigorous in ensuring staff all receive the appropriate training to recognise possible signs of child abuse.
- Pupils feel very safe in school and responses from parents support this view. Careful checks are made when visitors come to the school. Leaders make regular checks to ensure that all aspects of health and safety meet requirements.
- Bullying is rare and pupils know what to do should it happen and are confident in adults' ability to deal with any problems. They understand the different forms of bullying including the potential risks through the use of electronic media. Reminders are given to pupils about the need to keep themselves safe online whenever they use the internet in school.
- Pupils totally respect the different cultures and faiths within the school's diverse school community. There are very few prejudice-based incidents and the pupils understand the zero tolerance policy of the school. This shows the school is successful in fostering good relations and tackling discrimination.

## **The quality of teaching** requires improvement

- Teaching is not consistently good. Expectations of what pupils can achieve are not always high enough and so not enough pupils achieve as well as they could. The more able are sometimes not given sufficiently challenging work that would enable them to reach higher levels especially in writing lessons.
- The teaching of writing is not strong enough. Evidence from pupils' books showed pupils have too few opportunities to do sustained pieces of writing. Sometimes writing activities are not finished off properly. There are too few opportunities for pupils to write in other subjects and so use their skills for a range of different purposes. In Years 5 and 6, pupils get more opportunity to write at length and because teaching is stronger and planning is more precise, pupils make much faster progress.
- While pupils' work is marked and there is often good guidance given by teachers this is not consistently acted upon by pupils. This is because teachers do not routinely check pupils have responded to the guidance by, for example, correcting spelling mistakes. This results in pupils repeating mistakes which slows down their progress.

- Teachers teach the skills of arithmetic well. Pupils are able to confidently perform calculations sometimes with quite big numbers by the time they reach Year 6. A group of Year 6 pupils were relishing an exercise which involved manipulating seven digit numbers and trying to work out how to read them. Where pupils are less strong is in their ability to apply their skills to solving problems and answering questions which really challenge their thinking. The school has recognised that pupils need to be given more opportunities to deepen their thinking and understanding.
- Reading is well taught throughout the school. They receive a very good grounding in understanding phonics (letters and the sounds they make) in Reception and Year 1. Pupils build upon this well through their time in school. Teachers promote reading very well and there are well-stocked reading areas in every classroom.
- Teachers typically enjoy good relationships with pupils. Pupils listen and work hard when set an activity. Pupils' behaviour is managed well.
- Additional adults provide good support in lessons. In particular, they support pupils who are disabled or have special educational needs to take a full part in lessons. They also provide well for the range of interventions that help pupils to catch up.

### The achievement of pupils

### requires improvement

- The overall progress of pupils in writing and mathematics is not consistently fast enough. There are too many pupils not making the progress they are capable of.
- Based on 2014 end of Key Stage 1 statutory assessments pupils reached broadly national averages in reading and mathematics but were well below average in writing with no pupils attaining Level 3. Although this represents good progress in reading and mathematics from their starting points it is slower in writing. School forecasts indicate the progress is likely to be faster for the current Year 2 in writing.
- In Year 6 in the 2014 tests pupils attained well above national averages in reading, a little above in mathematics but were below average overall in writing and well below at Level 5 in writing. School forecasts show that the overall progress in 2015 through Years 3 to 6 for Year 6 will be slower than last year in mathematics with a lower proportion of pupils on course to make faster progress through Years 3 to 6. Writing progress is forecast to improve but is still expected to be slower overall than national.
- In 2014, Year 6 disadvantaged pupils were over eight months behind their classmates in mathematics and writing and just under six months behind in reading. Compared to other pupils nationally, they were about four months behind in mathematics, attained broadly the same in reading, and over a year behind in writing. The progress of this group was faster than other pupils nationally in reading, about the same in mathematics but slower in writing through Key Stage 2. Their progress was slower than that of their classmates overall in all three subjects, most noticeably in writing, and so the gap widened. The school's data and the work seen in books show that there are inconsistencies in progress of eligible pupils across the school.
- The small number of most able pupils – pupils who achieved Level 3 on Key Stage 1 assessments – all achieved Level 5 or Level 6 in reading, writing and mathematics in 2014 Key Stage 2 tests. This represents good progress. In Key Stage 1 the most able are challenged well in reading and mathematics but there are too few pupils obtaining higher levels in writing in comparison.
- Good phonics teaching in Reception and Key Stage 1 ensures that pupils make a good start in learning to read. Progress in reading continues to be good through the rest of the school. Pupils are fluent and confident readers by the time they leave the school.
- Disabled pupils and those with special educational needs make similar progress to their classmates. Pupils who have significant issues with managing their behaviour make good progress as the additional support is well matched to their needs. Pupils who speak English as an additional language, White British pupils, those from Black African families, and those from other minority ethnic groups in the school make similar progress to other pupils. A particular strength is the provision for those pupils who arrive in the school speaking little or no English. Inspection evidence noted some striking examples of the progress these pupils had made in a relatively short period of time. As all groups of pupils are making similar progress, the school is successful in providing equality of learning for all.

### The early years provision

### is good

- Children make good progress in the Nursery and Reception classes. Children enter the school below what is typical for their age, and well below in their ability to communicate in English. The proportion achieving

a good level of development at the end of Reception was broadly in line with national averages in 2014 and is forecast to rise this year.

- A particular strength of the provision is in mathematical development. Children know how to use number squares to add and subtract numbers and can count backwards to do simple subtractions by 'keeping the first number in their heads'. One child was able to demonstrate how a number line could be used to help double six by starting at the number six and counting on.
- Parents are fully involved in their children's learning which starts with a visit to the children's homes before they start school. They expressed high degrees of satisfaction in how well their children were learning.
- Teaching is good. Learning both inside and outside the classroom is well planned and there are lots of interesting activities for children to do. Adults question children well and have high expectations of how children speak when answering questions. This particularly supports those pupils whose first language is not English.
- Behaviour is good. Children respond well to instructions and routines are well established and followed. The children are lively and happy and enjoy what is provided for them. They develop good attitudes to learning which prepare them for when they move into Year 1.
- Leadership of early years is strong. Good records are kept of children's progress which is regularly shared with parents. The early years team work well together to plan and support each other to improve their practice.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.



## 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>	101227
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	462190

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	569
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Parkin
<b>Headteacher</b>	Aedin Lipski
<b>Date of previous school inspection</b>	18–19 April 2013
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