

# Inspection of Parkside Primary School

Western Road, Goole, East Yorkshire DN14 6RQ

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Inspection dates: 3–4 March 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Teachers have high expectations of pupils. In well-planned subjects, such as French, key stage 2 pupils speak and write the language. In science, pupils' knowledge has been built on, so they can discuss scientific ideas. Leaders have plans in place to make sure all subjects are as good as these.

In lessons, teachers encourage pupils to remember through conversation, action, reading, writing or by using iPads. Everyone is involved. As a result, behaviour is good because pupils engage in lessons. Golden time clubs, such as dodgeball and first aid, motivate pupils to make the right choices because they enjoy taking part in them.

Pupils understand the importance of eating healthily, being active and having a healthy mind. They feel safe, including when they are working online. Kindness Champions have been recruited to help at playtimes. Red Hats help with activities for lunchtime. Pupils say if bullying happens, it is followed up and dealt with.

All pupils can attend the many after-school clubs available. They can take part in special projects, such as the Elephant Project, where they learn about endangered species.

Most parents are positive about the school. They feel that communication has improved, and they like the opportunities that pupils are offered.

## **What does the school do well and what does it need to do better?**

Early years is organised so that children develop independence. Activities and adult intervention help to introduce new vocabulary, so children learn to speak well. Adults know when to interact with skilful questions. As a result, children learn well in the environment.

When learning to read in the early years, children get off to a great start. In Nursery, children confidently retell stories through the use of pictures so that they can remember the stories well. Phonics lessons in Reception help children to remember sounds. Teaching phonics in the same way continues into key stage 1. Children write the words they have learned. When pupils are catching up, teaching assistants identify and teach the correct phonics sounds. Pupils can then read the correctly matched books well.

Reading is a high priority. Pupils have a book list to help them to read broadly. They enjoy their weekly library visit. The new reading challenge has quickly motivated them. They are keen to get 'around the world' on the school world map by reading as many times as they can. Reading sessions are well planned across the school to make sure pupils understand how to answer all types of comprehension questions.

Teachers follow the mathematics national curriculum. They monitor pupils carefully and identify misconceptions promptly. Mathematics vocabulary is taught, and teachers explain it well. Errors are dealt with in lessons to make sure pupils know how to calculate correctly.

Senior leaders are making improvements for some subjects outside of English and mathematics. Currently teachers do not always know the best order to teach some subjects in. For example, in art, the activities are not always matched to plans, so a sequence of learning has not been built up. Teachers do not know how well pupils are doing in this subject.

Pupils know about different religions. They enjoyed finding out about religious practices different to their own. Being a good citizen and being accepting of everyone is embedded into the culture of the school. Pupils are encouraged to recognise their special skills, such as first aid skills, and use them.

The leader for pupils with special education needs and/or disabilities (SEND) is well organised and knowledgeable about pupils' needs. Teachers support pupils in lessons to help them access learning. Staff training helps adults to manage the needs of individual pupils.

Governors are organised in their approach to monitoring subjects. They know which subjects now need to be developed in order to meet the whole of the national curriculum requirements. They have vision for all pupils. Leaders have put documentation in place to help governors. Governors are increasingly more effective in holding leaders rigorously to account. This is because they have a clear sense of the expectations of the national curriculum.

Leaders have a system in place to monitor pupils' attendance. This has improved some pupils' attendance. However, for others, this improvement has not been swift enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

National training for all adults is up to date and new staff are quickly trained. Records are well kept. Staff are trained to look out for pupils who may cause concern. They know the system for recording concerns well. Within lessons, pupils are delivered a comprehensive package of sessions which gives them an in-depth knowledge of how to stay safe, including when online.

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

### **(Information for the school and appropriate authority)**

- The school's curriculum and assessment are not yet sufficiently coherently planned and sequenced in some subjects. Current outline plans show what must be taught in each year group. It is clear from the actions that leaders have plans to train staff in how to deliver this. However, the sequence of learning and the assessment systems need to be more accurate. Teachers will then be able to use this sequence to teach in the best order, as well as use the assessment to check what pupils cannot do.
- Not all pupils have high attendance, because leaders have not monitored it promptly enough. However, a new approach is now in place to address this. Leaders are aware of how important it is to further improve attendance at the school.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	117935
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10121751
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	598
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Margaret Price
<b>Headteacher</b>	Samantha O'Brien
<b>Website</b>	<a href="http://www.parkside.eriding.net">www.parkside.eriding.net</a>
<b>Date of previous inspection</b>	21–22 April 2016

## Information about this school

- This school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, subject leaders and other staff. We looked in detail at five subjects, including reading, mathematics, science, art and French. We visited a range of lessons with senior leaders. We also met with teachers in these subjects.
- We met with leaders with overall responsibility for safeguarding and looked at school records. We also scrutinised the single central record. Throughout our time in the school, we spoke informally with parents and we took into account 74 responses to Parent View. We also spoke to 37 pupils.

## **Inspection team**

Lesley Allwood, lead inspector

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