

INSPECTION REPORT

Parkside Junior School

Ashbourne

LEA area: Derbyshire

Unique reference number: 112678

Headteacher: Mrs Sally Peat

Lead inspector: Stafford Evans

Dates of inspection: 1st - 4th December 2003

Inspection number: 257159

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	297
School address:	Cokayne Avenue Ashbourne
Postcode:	DE6 1EJ
Telephone number:	01335 342891
Fax number:	01335 300498
Appropriate authority:	Governing body
Name of chair of governors:	Mr Gary Loveridge
Date of previous inspection:	1 st March 1999

CHARACTERISTICS OF THE SCHOOL

Parkside Junior School is situated near Ashbourne town centre in the Derbyshire Peak District. It is larger than most primary schools found nationally. There are slightly more boys than girls in the school. The percentage of pupils eligible for free school meals is below the national average. Attainment on entry to the school varies from year to year, and overall is in line with the national average. A very small minority of pupils speak English as an additional language. Less than one per cent of pupils are from ethnic minority backgrounds. There are 32 per cent of pupils identified as having special educational needs. This is above the national average. The percentage of pupils with a Statement of Special Educational Need is average. The number of pupils who start the school other than at the normal dates varies from year to year and class to class. It averages 7 per cent annually. This is higher than the national average. The percentage of pupils who leave the school other than at the normal date for leaving is in line with the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Music Physical education
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	English Art and design Citizenship Design and technology Religious education English as an additional language
10228	Mrs S Russam	Team inspector	Science Geography History Special educational needs

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Parkside provides a satisfactory standard of education and gives satisfactory value for money. Inspection evidence indicates that pupils attain standards that are above the national average in English, average in mathematics and below average in science. The teaching and learning are satisfactory, as is the leadership and management of the school. The school's provision for pupils' personal development is good. This means that pupils leave school with good personal qualities.

The school's main strengths and weaknesses are:

- standards in science are too low;
- pupils achieve well in information and communication technology (ICT);
- the school's strategies for raising boys' achievement and interest in English have been very successful;
- pupils' attendance rate has improved significantly this term and is now above the national average;
- over half the teaching is good or better, but there are also a couple of important weaknesses;
- the school provides a good range of extra-curricular activities;
- the headteacher and governors provide good leadership;
- there has not been enough attention given to helping teachers to improve the quality of their teaching;
- the school has good links with parents and the community.

The school has made satisfactory improvement since the last inspection. Standards are higher in English, the same in mathematics, but lower in science. Standards in ICT are higher. The quality of teaching is similar to the time of the last inspection. The key issues for improvement from the last inspection have been dealt with satisfactorily. Policies for teaching and learning have been put in place, but not all the more able pupils are given hard enough work. The school monitors the work of the school adequately, but the outcomes of the monitoring are not followed up successfully. Assessment procedures are much better and the school sets pupils' targets for improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	B	D
Mathematics	D	E	D	E*
Science	B	E	C	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Standards of achievement are satisfactory. The decline in standards in mathematics and to a lesser extent in science, as indicated in the above table, has stopped. Inspection evidence indicates that standards are above average in English, average in mathematics and below average in science. Pupils achieve satisfactorily in relation to their capabilities in English and mathematics, but underachieve in science. Pupils make satisfactory progress in English and mathematics by the time they leave the school, but unsatisfactory progress in science. Inspection evidence indicates that boys attain significantly better than girls in mathematics. The similar schools' grade (above) indicates that pupils underachieve. Inspection evidence indicates that, compared with the standards with which they enter school, they achieve satisfactorily. However, there are pockets of underachievement throughout the school in mathematics and science. This is because higher attaining pupils in some classes are not given hard enough work.

Pupils have good literacy and sound numeracy skills, and use them satisfactorily in other subjects. Standards in ICT are in line with national expectations, and improving at a good pace. Pupils achieve well in ICT. Standards in religious education are in line with those expected in the locally agreed syllabus. Pupils with special educational needs make similar progress to their classmates.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning in English and mathematics are satisfactory. Procedures for assessing pupils' work are satisfactory and teachers make sound use of the information to plan pupils' work. However, there are significant weaknesses in the quality of marking of pupils' work. Another weakness is that teachers do not always give the more able pupils hard enough work. Therefore, pupils do not make as much progress as they are capable of in these lessons. This was responsible for the small amount of unsatisfactory teaching observed during the inspection. Good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of the time available for learning. The quality and use of individual education plans for pupils with special educational needs are unsatisfactory. Teachers make good use of homework to reinforce and extend pupils' learning. Teachers use computers efficiently to help pupils' learn.

The learning opportunities for pupils are satisfactory and have a sound effect on their achievement. The school enhances pupils' learning through a good range of activities outside the classroom.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory.

The leadership of the headteacher is good. She has a clear vision of what sort of school it should be, and knows its strengths and the areas that require development. Staff, parents and pupils report that the school is a better place to come to and learn since the headteacher took up her post in September. The leadership and management of the staff to whom leadership roles have been delegated are satisfactory. The leadership and management of curriculum development are sound, but the systems for supporting developments for improving the quality of teaching are unsatisfactory. The governance of the school is good. The governors are very well organised and led, and thorough in their approach. They have a good grasp of the strengths and weaknesses of the school, and play an important part in helping to shape the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good level of satisfaction with the work of the school. They say their children like to go to school and there is general satisfaction with the quality of teaching. Most parents are happy with the rate of progress their children make. They are pleased with the school's provision for their children's personal development. Although there was concern from a minority of parents about bullying, the inspection team found that pupils did not share this concern and said that any instance of bullying is dealt with effectively. In the main, homework provision is good. This also is the view of most parents. Parental concern about the school not keeping parents informed about their children's progress is judged to be unfounded. Parents complained about the very poor decorative state of the school. Inspectors agree that the school needs to be completely redecorated.

Pupils think highly of the school. They say they like school very much. Most lessons are interesting, but many find mathematics too easy. They are treated fairly and receive help whenever they need it. Pupils are secure in the knowledge that they can approach an adult if they need help.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards of achievement in science;
- improve the quality of teaching and learning;
- redefine the roles of the deputy headteacher, subject co-ordinators and special educational needs co-ordinator so there is more emphasis on helping teachers improve the quality of their teaching and pupils' learning;
- improve the quality and use of individual education plans for pupils with special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

By the end of Year 6, standards achieved are **above average in English, average in mathematics and below average in science**. Pupils achieve satisfactorily during their time at the school. Boys achieve better than girls in English and mathematics.

Main strengths and weaknesses

- Boys achieve well in English compared with boys' achievement nationally.
- Pupils achieve well in ICT.
- There are pockets of underachievement in the school.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.7 (25.4)	26.8 (27.0)
Mathematics	26.3 (25.2)	26.8 (26.7)
Science	29.2 (27.3)	28.6 (28.3)

There were 91 pupils in the year group. Figures in brackets are for the previous year

1. Inspection evidence indicates that standards by the end of Year 6 are above average in English and average in mathematics. Pupils achieve satisfactorily in relation to their capabilities. Science standards are below average, and despite good progress in Year 6, pupils underachieve. The trend in overall national test results since the last inspection is in line with the national trend. Standards in English are higher than they were at the time of the last inspection. One of the factors for this is the good performance by boys. The school has introduced very successful strategies for increasing boys' interest and motivation in English. These strategies include:
 - books that boys find interesting;
 - the use of classroom assistants to help lower attaining boys in lessons;
 - the involvement of boys in the writing of scripts for the school's drama productions.Boys achieve higher standards than girls in mathematics. Standards in mathematics for boys and girls are similar to those at the previous inspection, but science standards are lower than they were at the time of the last inspection. There is no significant difference in the achievement of boys and girls in science. Achievement in science is unsatisfactory because there are significant weaknesses in the quality of teaching.
2. The recent decline in standards in mathematics has stopped. There are important reasons for this:
 - there is thorough analysis of information that identifies weaknesses and steps have been taken to put these right;
 - the quality of teaching in the current Year 6 is consistently good or better;
 - the improvements, introduced in the last couple of years, in the way teachers plan their work have started to help pupils to learn in a positive way. It ensures, in the main, that pupils' work becomes harder as they move through the school and that skills are developed in an appropriate order.

3. By the end of Year 6, pupils attain standards in ICT that are in line with national expectations in ICT. They achieve well in relation to their prior attainment. This is due to a number of reasons:
 - a considerable investment in time and money has included staff training;
 - lesson planning is good and ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order;
 - the co-ordinator leads the subject successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully.
4. In some lessons in mathematics and in a significant number in science, the work set for the more able pupils is not hard enough. This is because teachers follow their year plans for what they want to teach the pupils. This ensures most pupils achieve satisfactorily, but some more able pupils are capable of a more advanced unit of work. Also, in some lessons, teachers have not used their knowledge of how well pupils have done in previous lessons to plan work at the right level. This is because not all pupils' work is marked thoroughly enough, so teachers are unclear exactly what pupils know, can do and understand from one lesson to the next. This leads to some pupils underachieving in some lessons.
5. Pupils have sufficient literacy and numeracy skills to enable them to make at least satisfactory progress in other subjects. Pupils' ICT skills are good and, when given the opportunity, help them to work independently, using computers in other subjects.
6. Pupils identified as having special educational needs do not achieve significantly different to their classmates. However, their achievement in relation to their individual needs is not as good as it should be because individual education plans are not used to help teachers plan appropriate work for these pupils. Individual education plans over time have not been maintained or monitored well enough. For pupils who have a Statement of Special Educational Need, the quality of many of their individual education plans is poor, and targets in the plans are not linked clearly enough to the terms laid out in their statements.
7. The few pupils who learn English as an additional language make satisfactory progress over time in relation to their prior attainment. The pupils are in the average attaining groups for English and above average in mathematics. They achieve at the same rate as their classmates.

Pupils' attitudes, values and other personal qualities

The school's provision is satisfactory. Attendance and punctuality are good. Pupils behave well and form good relationships with staff and each other. They have satisfactory attitudes to the school. The school provides effectively for pupils' personal development, including pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The school council and buddy system develop pupils' sense of responsibility and community well.
- There have been no exclusions recently.
- Teaching staff do not supervise pupils closely enough at the beginning and end of break times.
- Some pupils need to show more respect for other people's property.
- Pupils' moral and social development is good.
- Staff miss opportunities to create a special atmosphere in collective worship, and for the whole school to celebrate the festivals of the diverse cultures within Britain today.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.1
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White- any other white background
Asian or Asian British - Indian

No of pupils on roll
294
1
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded

8. Attendance has improved to above average this year and most pupils come to school on time. This is because of the good systems for follow up that the school has in place.

Commentary

9. Most staff have high expectations of how pupils should behave. Therefore, most pupils behave well in lessons, assemblies and lunchtimes. They form good relationships with staff and with each other. On the few occasions when pupils' behaviour is unsatisfactory, pupils respond well to the school's system of sanctions. They have satisfactory attitudes to their learning. They need more opportunity to develop a clearer understanding of how they can improve their learning. There is no evidence of oppressive behaviour. Racial harmony is evident throughout the school. No pupils were excluded last year. This shows very good improvement compared with the last inspection when five fixed-term and one permanent exclusion were reported. Parents have contributed to the wide variety of equipment that is available outside for pupils to play with at lunchtimes and this provides good support in helping pupils to behave well. Pupils say they like school and they enjoy playing a full part in all the activities.
10. On the other hand, teaching staff do not implement the school's behaviour policy consistently outside lessons and on these occasions this has an adverse effect on some pupils' attitudes and behaviour. This is evident when classroom staff do not supervise pupils when they enter or leave the school at break times. Also, they need to encourage some of the older pupils to show more respect towards their classmates' property in the cloakroom areas of the corridor.
11. Pupils' personal development is good because of the good provision for their moral and social development. A significant factor in the provision is the school's well-structured programme in personal, social and health education. Parents say that the school helps their children to become mature and responsible. Staff provide many opportunities for pupils to develop an understanding of British culture. Since the last inspection, the school does more to promote pupils' understanding of ethnic and religious diversity. On the other hand, staff miss opportunities to celebrate as a whole school some of the festivals and traditions of the main religions in Britain today. The quality of collective worship is satisfactory and meets statutory requirements. Staff do not always create a special atmosphere and sense of community at this time. In one of the assemblies seen this resulted in pupils' attitudes being satisfactory rather than good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching, learning and curriculum provision are satisfactory. The school provides a sound level of care for its pupils. Links with parents, the community and other schools are good.

Teaching and learning

The quality of teaching, learning and the assessment of pupils' work is satisfactory. The teaching of pupils identified as having special educational needs is satisfactory. Pupils who learn English as an additional language are taught satisfactorily.

Main strengths and weaknesses

- Although there is some good quality marking of pupils' work, it is unsatisfactory overall.
- Teachers do not always match work accurately to pupils' varying needs, including unsatisfactory use of individual education plans for pupils identified as having special educational needs.
- Teachers manage pupils' behaviour well.
- Teachers deploy skilled support staff effectively.
- There is good use of homework to reinforce and extend pupils' learning.

Commentary

12. Teachers do not mark all work, and the practice of pupils marking their own work is ineffective in helping to raise standards of achievement. Some pupils' work receives no more than a cursory tick from the teacher. This means that pupils are given very little idea of how well they are doing or how they can improve their work. In the best marking, teachers place emphasis on what pupils need to do to improve their work further. Teachers use the information from the marking to help set targets for the next piece of work. These pupils make good progress and are well motivated to learn.
13. In some lessons in mathematics and a significant number in science, the work set for the more able pupils is not hard enough. This was the main reason for the unsatisfactory teaching observed during the inspection. A significant number of pupils say that their work in mathematics is too easy. This is because teachers follow their year plans for what they want to teach the pupils. This ensures most pupils achieve well, but some more able pupils are capable of a more advanced unit of work. Also, teachers have not used their knowledge of how well pupils have done in previous lessons to plan work at the right level of difficulty. In science lessons, much of the work is set at the same level, irrespective of the ability of the pupil. This adversely affects the learning of pupils of all abilities. In science, some pupils' learning is hindered because not all teachers are confident about teaching the subject. In the unsatisfactory teaching in English, the support for groups of pupils was not effective and the work was too hard for the lower attaining pupils. Therefore, their learning and achievement were unsatisfactory.
14. Teachers make effective use of skilled teaching assistants. Teaching assistants are well briefed so they are fully aware of what and how the pupils in their care are expected to learn. Some pupils, especially those with a Statement of Special Educational Need, receive good levels of additional help from learning support assistants, but individual education plan targets need to be sharper, more focused and measurable, so that staff can evaluate their effectiveness. Also, teachers do not make sufficient reference to individual education plans for pupils with special educational needs in order to plan work that reflects the targets set in the plans. This slows pupils' progress towards achieving their targets.
15. Good homework procedures are effective in extending pupils' learning. The main reason for this is the good levels of support children receive from their parents at home. Teachers provide a satisfactory level of follow-up support. Pupils find the homework challenging in most

instances. For example, pupils say that their homework in mathematics is harder than their class work.

16. The teaching for the few pupils who learn English as an additional language is satisfactory. These pupils often make good progress in lessons because teachers give them good extra help. Also, teachers use the same good procedures that the school has for all pupils to identify the general competence in English of pupils who speak English as an additional language. However, the school does not have a system to identify the specific English language needs of these pupils. Therefore, the pupils make satisfactory rather than good progress.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (9%)	17 (49%)	12 (33%)	3 (9%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

Curriculum provision is **satisfactory** with **good** provision for enriching pupils' learning.

Main strengths and weaknesses

- There have been good improvements to the curriculum since the last inspection.
- Provision for English, mathematics, ICT, design and technology and personal, social and health education is good.
- There is a good range of opportunities outside lessons to enrich pupils' learning.
- Provision for multicultural education across the curriculum is underdeveloped.
- Opportunities for using literacy, numeracy and ICT skills in other subjects are satisfactory but they are used inconsistently throughout the school.
- There are good links with other schools regarding pupils with special educational needs.

Commentary

17. The school has been successful in developing and improving the curriculum since the time of the last inspection. All subjects of the National Curriculum and religious education are taught regularly and for an appropriate amount of time. The National Literacy and Numeracy Strategies are taught well, but teachers do not provide enough well-planned opportunities for pupils to systematically develop their literacy and numeracy skills in other subjects. ICT lessons take place in the computer suite on a regular basis, but there is scope for pupils to use their ICT skills in this aspect more on a daily basis to support their learning across the curriculum. In design and technology, teachers provide good opportunities for pupils to develop their knowledge, skills and understanding through well-defined practical tasks that use a range of materials and techniques.
18. The programme for personal, social and health education is good. This aspect of the curriculum has high status in the school and is taught regularly in all classes. In addition, there are many good incidental opportunities for pupils to gain an understanding of the nature of the community of the school and of their role within that community. The school council and buddy system are good forums through which pupils communicate their ideas or concerns. Pupils know their opinions are valued and respected. The school has yet to fully develop its programmes for citizenship and multicultural education.
19. The school provides a good range of activities outside lessons and they are well attended by pupils. Many activities take place at lunchtimes so that pupils who come to school by bus are not disadvantaged. Year 6 designed the 'Welcome Pack,' which provides good quality

information for new pupils about what is available to them in school. Visits, visitors and regular school performances also feature strongly. Residential field trips are a particular favourite with the older pupils. Pupils with special educational needs are well prepared for subsequent stages of their education and there are good links with the infant schools to ensure the smooth transfer into the juniors.

20. The school's accommodation and resources are sufficient to meet the needs of the curriculum. Some teachers display pupils' work attractively and this raises pupils' self-esteem and confidence. This good approach to display is not as evident in most classrooms or around the school. The school's support staff work alongside teachers effectively and provide good extra support for pupils. The good resources for English and design and technology have a positive effect on pupils' learning, and the good resources for playtimes help to ensure that pupils behave well. The new building work will improve the indoor accommodation.

Care, guidance and support

The procedures for ensuring pupils' welfare, health and safety are satisfactory. The monitoring of pupils' achievements and personal development is also satisfactory. The school provides **good advice and guidance** for new pupils.

Main strengths and weaknesses

- The school is a caring place where pupils and staff are valued, but teachers do not supervise pupils closely enough as they leave and enter the classrooms before and after breaktimes.
- Parents say that their children are safe and well looked after by the staff, and inspection evidence indicates that they are, in nearly all respects.
- Pupils and adults have good personal relationships.
- There are good induction arrangements for pupils joining the school.
- Pupils' views are sought and acted upon.

Commentary

21. The school's arrangements for child protection and health and safety are in place. This ensures that pupils are safe and well cared for while they are at school. The school caretaker ensures that the premises are safe and free from hazards. The school takes satisfactory steps to deal with occasional rodent infestation problems. The general cleanliness of the building is good. Teachers do not properly supervise pupils as they leave and arrive in the classroom from the yard at breaktimes. This adversely affects pupils' behaviour and the way they treat some pupils' property. Sufficient numbers of staff and parents provide good support during outdoor activities. All pupils are valued and their opinions are invited on matters concerning their welfare. Pupils are aware of the help and support available in case of need. Pupils are happy that the staff listen to and act on matters of concern. Parents are pleased with the arrangements for settling new children in the school. Older pupils are allowed appropriate time to visit the secondary school of their choice.
22. There is a medical room where sick and injured children are looked after by the caring staff. Staff are aware of the pupils' medical needs and parents are confident that their children are looked after by staff qualified in first aid if they suffer a minor injury.

Partnership with parents, other schools and the community

The school has **good** links with parents. The local resources are used well to enhance pupils' learning. Partnerships with other schools and community are **good**.

Main strengths and weaknesses

- Parents are pleased with the work of the school and the progress their children make.
- Annual reports to parents on their children's progress are good, and parents are well informed about their children's progress.
- Parents are involved in the life of the school, and provide good support for their children's learning.
- Some parents think that they are not well informed about their children's progress.
- Parents complained about the poor decorative state of the school.

Commentary

23. The support parents give to pupils' learning, both at home and at school, is good. This contributes to their sound achievement. The school provides good opportunities for parents to meet teachers, and formal information about their children's progress is good. Homework tasks involve parents, and they support their children well at home.
24. Parents receive regular newsletters, and the quality of the school prospectus and governors' annual report to parents is good. Pupils' annual reports provide parents with clear information about how their children are getting on and what they have to do to improve. They are invited to attend review meetings and can seek advice from the co-ordinator for special educational needs.
25. Parents are welcome to the many activities provided by the school. They feel comfortable in approaching the school to enquire about their children's work. During the inspection, many parents were observed talking to the teachers, and some helped their children settle into class. The parents' association raises money for school resources and organises many social activities. This has a good effect on the quality of resources in the school. There are sound links with parents of children with special educational needs. The school values consultations with parents and informally seeks their views and feedback. There are formal parents' evenings, which are well supported by parents. They are invited to coffee mornings to meet the headteacher.
26. Partnerships with the community are good. Local businesses provide financial support for special projects. Children raise funds for national charities. Links with local infant schools have recently been strengthened. There are plans to develop relationships with local industry. The school provides opportunities for Year 6 pupils to visit the local senior school. Parents appreciate this and it enables them to make an informed choice.
27. Parents complained about the poor decorative state of the school. The inspection team concur with this complaint. The school is in urgent need of redecoration inside and outside. The poor decorative order of the school adversely affects the way pupils and staff feel about how they are valued. It sends a negative message about the expectations the school has for its community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The governors' contribution to the life and work of the school is **good**.

Main strengths and weaknesses

- The recently appointed headteacher has high aspirations and a clear vision for bringing about all the school's goals and ambitions.
- The chair of governors is particularly effective in the contribution he makes in shaping the vision and direction of the school.
- The deputy headteacher, special educational needs co-ordinator and subject co-ordinators have not had sufficient influence on improving the quality of teaching and learning.
- The headteacher's knowledge and development of strategic planning based on school self-evaluation are very good.
- The school manages its finances efficiently.

Commentary

28. At the time of the inspection the headteacher had been in post only a matter of weeks. Already her influence has had a positive impact upon raising confidence and self-esteem amongst both staff and pupils. Her agenda for improvement and her high aspirations for all pupils are emerging as the driving force for the future. Her clear vision for the development of the school is based upon an accurate and astute perception of its strengths and weaknesses. Plans to implement a thorough programme for monitoring and evaluating the school's work have been put in place. These are beginning to form the basis for sharing and celebrating strengths and successes, whilst also identifying and addressing weaknesses. Changes are being introduced cautiously in order not to damage the fragile staff morale. There is now an emerging sense of purpose and commitment to improvement.
29. The role of the deputy headteacher is in need of review. He has been successful in bringing about improvements to the curriculum and for introducing systems for monitoring performance data. However, he has had less influence in improving the quality of teaching and learning because his other work has prevented him from having sufficient time for a regular, sustained teaching commitment. Curriculum co-ordinators are enthusiastic and well motivated but have yet to fully develop their management roles and responsibilities. For example, they do not have a specific remit to support teaching and learning when weaknesses have been identified.
30. The leadership and management of special educational needs are satisfactory. Nevertheless, there are still areas that are underdeveloped. Until very recently, the co-ordinator has not been given the time to fulfil these aspects in line with the new Code of Practice guidance. There are now clear indications that the co-ordinator is developing effective systems to monitor and support learning support assistants. She is aware of the need to further develop her role to include parents and pupils in writing individual education plans and to provide staff training so these documents are produced to a high quality. The co-ordinator is also aware of the need for rigorous monitoring of provision and greater attention to quality and maintenance of documents related to pupils who have a Statements of Special Educational Need.
31. The governing body, in particular the chair of governors, is well informed about the strengths and weaknesses of the school and is aware of the recent signs that improvements are beginning to happen. Governors are fully involved in strategic planning and in formulating policies. They also have a very good input into the school development plan. They are very supportive of the headteacher and, through regular visits, both formal and informal, they have positive relationships with pupils, parents and staff. Governors are very knowledgeable about their role and responsibilities, in particular the named governor for special educational needs.

They undertake their duties seriously and participate in training programmes, which also increase their effectiveness.

32. The school makes good use of its available finances and prudent housekeeping has enabled the school to accrue sufficient funds to finance the current building programme. The governing body has effective systems in place to measure the cost-effectiveness of major spending decisions and is committed to improving the accommodation and resources, especially the level of support staff to ensure that the needs of different groups of pupils can be fully met. Financial management is good and the school seeks to ensure that the services it receives are purchased at best value. Additional funding is used well to support a range of educational priorities. There are no significant aids or barriers to learning. The school gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	562,847	Balance from previous year	63,348
Total expenditure	526,581	Balance carried forward to next	35,347
Expenditure per pupil	1,773		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good leadership has brought about some good improvements in the subject.
- The checks and reviews of teaching, learning and pupils' work are not effective enough.
- Standards at the end of Year 6 are above average.
- Pupils make good progress in reading.
- Teachers make the work interesting for boys so they succeed in their work.
- Teaching quality varies from unsatisfactory to good between classes.
- Teachers' marking of pupils' work is unsatisfactory.
- Pupils need to present their work more neatly.
- The handwriting of older pupils is not joined and fluent, and spelling is a weakness for some pupils.
- Teachers need to use pupils' writing skills more effectively in other subjects.

Commentary

33. Good leadership has brought about some good improvements in resources and how lessons are planned and organised. As a result, there is some good teaching in each year group, and the proportion of good teaching is higher than at the time of the last inspection. However, the quality of teaching is satisfactory overall and it varies from unsatisfactory to good between classes. A contributory factor in the variable quality of the teaching is that support given to teachers after the checks and reviews of teaching, learning and pupils' work is not regular or effective enough. This is needed in order to improve the teaching further and ensure that all pupils make consistently good progress.
34. By the end of Year 6, in two out of three years, standards in the national tests have been above average in comparison with all schools and below average in comparison with schools similar to Parkside. Inspection findings indicate that standards are above average and pupils achieve satisfactorily in relation to the standards they attained when they entered Year 3. Teachers make the work interesting for boys so they enjoy it. For example, Year 6 boys say it is their favourite subject. As a result, the school has closed the gap between the standards that boys and girls reach in national tests.
35. All of the teaching seen has some positive features. For example, teachers have good relationships with pupils and most teachers manage pupils' behaviour effectively. Therefore, most pupils' behaviour is good. They are keen to answer teachers' questions, and they listen well when adults or their classmates speak. Most pupils have a good vocabulary to describe their ideas and experiences. Teachers set homework regularly and parents support pupils well in the work at home. In the most effective lessons, teachers plan the work carefully so that it is hard enough yet matched to the needs of all pupils. On the other hand, in the unsatisfactory lesson the teacher's support for groups of pupils is not effective and the work is too hard for the lower attaining pupils. Therefore, their learning and achievement are unsatisfactory.
36. The school has good procedures for teachers to check and review pupils' progress in reading and writing. Teachers use the information from these checks to set targets for pupils in order to move them forward in their learning. In reading, most teachers use the information well to give pupils books to read that meet their needs yet challenge and extend their learning. Also, they carefully plan a variety of reading experiences for pupils. Therefore, pupils make

good progress. Most Year 6 pupils read with accuracy, good expression and understanding. They punctuate their writing correctly, choose words carefully and use them effectively.

37. On the other hand, in writing, the information from the checks is not used as effectively as it could be. This is because most teachers do not always refer to pupils' targets when they mark pupils' work or use the marking to identify the points for pupils to improve in the future. As a result, pupils do not make as much progress as they could. This is very noticeable in spellings. The standard of handwriting is below average and pupils do not present their work neatly. Staff teach handwriting well in lessons devoted to teaching handwriting. However, they do not always expect pupils to join their writing or present the work neatly across the range of the work in English and in other subjects. A similar picture was reported at the time of the last inspection.
38. Teachers and support staff give pupils with special educational needs good extra help in lessons. However, the pupils' progress is satisfactory rather than good because the quality of their individual education plans and the use of these to plan work for them is unsatisfactory. Teachers show a sound awareness of the language needs of the pupils who learn English as an additional language, and give them the extra help that they need. Therefore, these pupils make the same progress as their classmates.

Literacy across the curriculum

39. Although pupils' above average skills in literacy are evident in their English work, their use of them across the curriculum is only satisfactory. Teachers use pupils' reading skills well, but there is too little work, and restricted variety of it to help them practise and improve their writing skills. This under-use is evident in geography, history, religious education and science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards have improved this year compared with the previous three years.
- Although teaching and learning are satisfactory overall, there is a significant amount of good and very good teaching.
- There are pockets of underachievement in the school, particularly among the higher attainers.
- The co-ordinator has a good action plan for ensuring continued improvement, but has not had sufficient opportunity to help teachers improve standards.

Commentary

40. By the end of Year 6, standards have been, at best, below the national average for the last three years. There has been definite underachievement. Inspection evidence indicates that current standards are average. Pupils achieve satisfactorily compared with their prior attainment. For example, 80 per cent of pupils are on track to achieve the nationally expected level by the end of Year 6. This compares favourably with the percentage of pupils who entered the school in Year 3 at the nationally expected level. Standards in the current Year 6 are at a similar level to those achieved at the time of the last inspection. Boys achieve better than girls. Pupils identified as having special educational needs make satisfactory progress in lessons. Pupils who speak English as an additional language are among the higher attaining pupils in the class.

41. There are several reasons for the halt in the decline of standards and their subsequent improvement.
- There is thorough analysis of information that identifies weaknesses and steps have been taken to put these right. For example, the teachers place more emphasis on helping pupils solve word-based problems and work on probability.
 - The quality of teaching in the current Year 6 is consistently good or better.
 - The improvements, introduced in the last couple of years, in the way teachers plan their work have started to help pupils learn in a positive way. It ensures, in the main, that pupils' work becomes harder as they move through the school and that skills are developed in an appropriate order.
42. The quality of teaching and learning is satisfactory. Just over half is good or better. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. Teachers have secure subject knowledge. They manage pupils' behaviour effectively because they have very good relationships with the pupils. There is good use of skilled support staff to help pupils learn.
43. In some lessons, the work set for the more able pupils is not hard enough. A significant number of pupils say that their work in mathematics is too easy. This is because teachers follow their year plans for what they want to teach the pupils. This ensures most pupils achieve well, but some more able pupils are capable of a more advanced unit of work. Also, in some lessons, teachers do not use their knowledge of how well pupils have done in previous lessons to plan work at the right level. This is because not all pupils' work is marked thoroughly enough, so teachers are unclear exactly what pupils know, can do and understand from one lesson to the next. This leads to some pupils underachieving in some lessons.
44. The leadership and management of the subject are satisfactory. The subject co-ordinator is clear about what needs to be done to improve standards, and leads the subject well in this respect. However, there are insufficient opportunities for her to help teachers improve in areas identified as weaknesses. Therefore, support is not directed to where it is needed most. The subject co-ordinator's teaching is good and, thus, she leads by example.

Mathematics across the curriculum

45. Pupils have sufficient mathematical skills to enable them to make satisfactory progress in other subjects. Teachers provide a satisfactory range of opportunities for pupils to practise and develop these skills in other subjects.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Compared with similar schools, standards achieved by pupils are too low and have declined since the time of the last inspection.
- Pupils make too little progress until Year 6.
- The accelerated rate of progress in Year 6 has a significant impact upon raising standards.
- Pupils are not taught well enough.
- Teachers do not make sufficient use of assessment to evaluate what pupils know, understand and are able to achieve.
- There is a good level of resources available for teaching and learning.
- The subject co-ordinator has a good understanding of what needs to be done to bring about improvements in standards.

Commentary

46. Attainment is below the national average and pupils throughout the school do not achieve as well as they could. Since the time of the last inspection, standards have fluctuated and fallen from well above average in 2000 to below average in 2003, in relation to similar schools. Inspection evidence confirms that standards are too low. However, pupils in Year 6 make better progress and the rate at which they learn accelerates considerably. Judging the progress they have made, and based on this being sustained, their attainment by the end of the year will show a significant improvement. However, because standards in Years 3 to 5 are too low, pupils have many gaps in their knowledge and understanding of the subject. This means that, in Year 6, they have a lot of catching up to do before the end-of-year national tests.
47. The quality and range of learning opportunities is satisfactory, but some teachers lack the imagination to make learning exciting, and this is a factor that impedes pupils' progress. It is particularly evident in practical lessons. Less confident teachers are too prescriptive and do not allow pupils sufficient independence to devise their own investigations. Most pupils know why a test is fair and what needs to be done to make it so. Higher attaining and older pupils have a good understanding of how a test provides the basis for drawing together predictions and outcomes in order to reach a conclusion. They have less understanding about whether there are other factors that need to be taken into account. Pupils in all year groups have a better knowledge and understanding of living things than they do about materials or physical processes because they have insufficient opportunities to investigate the latter and apply their learning practically.
48. The teaching of science during the inspection was generally satisfactory. However, scrutiny of pupils' work shows that over time, a significant amount of teaching is unsatisfactory. There are particular weaknesses in the quality of marking. Often this is just a cursory tick and rarely includes helpful comments that tell pupils about what they have done well or what they need to do to improve. Many teachers do not make pupils work hard enough and do not insist on good presentation of their work. Too little use is made of assessment, so pupils do not know whether their work is good enough. Some teachers lack confidence in teaching science and, because of their own insecure knowledge and understanding, they do not place enough emphasis on developing pupils' knowledge and use of scientific vocabulary. Throughout the school, adults consistently insist on good behaviour in lessons, and teachers make good use of additional adults to promote pupils' learning. This is of particular benefit to pupils with special educational needs and enables them to make similar progress to their classmates.
49. The co-ordinator has a good knowledge and understanding of the strengths and weaknesses in science. She actively promotes an investigative and questioning approach to teaching the subject and has enhanced the quality and range of resources significantly in order that this approach can be implemented throughout the school. Plans are in process to devise and use better systems of assessment to inform teaching and raise standards in all classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- There has been good improvement since the time of the last inspection.
- The quality of teaching and learning is good.
- The leadership and management of the subject are good.

Commentary

50. Pupils' achievement in lessons is good because they try hard to meet the teachers' consistently high expectations. This means that standards are improving. They are in line with national expectations by the end of Year 6. There is no significant difference in the

achievement of any group of pupils. Standards are higher than at the time of the last inspection, when they were below national expectations. This is due to a number of reasons.

- A considerable investment in time and money has included staff training.
- Lesson planning is good, and ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order.
- The co-ordinator leads the subject successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully.

51. The quality of teaching and learning is good. Teachers build on pupils' previous learning effectively because there are good systems for checking and recording what pupils know, can do and understand. Teachers use this information well to plan pupils' work. Secure subject knowledge underpins the teaching. This means the teachers give clear instructions and the pupils know exactly what they have to do to improve their work. Teachers use correct terms for the subject. They circulate around the class to support and monitor pupils' work. They are then in a position to identify errors quickly or offer to help when pupils are hesitant. There is good, firm, yet friendly management of pupils' behaviour that results in good behaviour and no interruption in the pupils' learning. Pupils are interested, concentrate well and follow instructions promptly because of the good teaching. They show good motivation by the work they are given. This extends pupils' computing skills and builds their confidence in the subject. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject.
52. The co-ordinator provides good leadership and management of the subject. He has expertise in the subject that positively affects standards. He has provided training for the teachers and this has improved the rate at which pupils progress. He is enthusiastic about the subject and this helps motivate staff and pupils to achieve well. There are good clear plans for the continued development of the subject.

Information and communication technology across the curriculum

53. There is some good use of ICT to help pupils' learning in other subjects, but there are also some missed opportunities. In Years 3 and 5, pupils word-processed poems to a good standard in their English work. Year 5 pupils produced good quality work in mathematics on shapes. They produced very good quality branching database work to illustrate their findings. Year 6 pupils used the Internet to research work on multi-cultural Britain. Year 3 used an art package to produce good quality patterns that involved reflective, rotating and repeated shapes. However, during the inspection, little use was made of computers in lessons and there was no withdrawal of small groups of pupils from lessons to use the computer suite.

HUMANITIES

54. There was insufficient work seen in **history** and **geography** to make a definite judgement on standards and provision. However, pupils' written work and that displayed around the school was of an average standard. This indicates that standards have been maintained since the time of the last inspection. No history lessons were observed. The quality of teaching and learning in the only geography lesson observed was very good. It reflected the good quality of work produced by this class in lessons this term. The reasons for the good standards in this class are:
- the teacher provides opportunities for pupils to take part in a range of imaginative learning activities;
 - the work successfully promotes pupils' skills in literacy, numeracy and information and communication technology.
55. However, in most classes, pupils' work is not well presented and teachers miss opportunities to develop pupils' writing, recording and research skills. Much of their work is not marked well

enough. Teachers do not include sufficient guidance to help pupils understand how they can improve their work.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers and visitors to the school make the work interesting.
- Teachers do not challenge pupils enough in the ways that they ask pupils to record work.
- The school does not have a system for teachers to check and review pupils' progress or for the co-ordinator to check teaching, learning and pupils' work.
- The new co-ordinator has the ability and commitment to improve the subject further.

Commentary

56. Only one lesson was seen, in which a visiting specialist taught the whole of Year 5 in the hall and teachers continued the work in the classrooms. Therefore, no overall judgement can be made on teaching and learning in the school. Inspection evidence indicates that standards remain in line with the expectations of the locally agreed syllabus, as they were at the time of the last inspection. Pupils' achievement is satisfactory.
57. Teachers and visitors to the school make the work interesting and this gains pupils' interest and motivates them to learn. This was evident in the lesson seen and from talking to teachers and pupils. The visiting specialist used his considerable expertise to explain the work clearly and to actively involve the pupils in actions related to events and places in the Old Testament. As a result, pupils remembered the facts very well. For example, they retold the story of Daniel accurately. However, pupils' learning slowed down to satisfactory in the classroom because pupils did not have enough time to complete the work. The written work that teachers asked pupils to do was not hard enough or matched to pupils' varying learning needs. This is a weakness in all the work seen.
58. Throughout the school, pupils make satisfactory progress. Teachers give pupils opportunities to link the work in religious education to everyday life. This was evident when the pupils discussed objects that are important to people and how these reflect their values and priorities. Pupils have a satisfactory knowledge of Christianity and the main world religions, such as Hinduism and Islam. Visits out to places such as a church and mosque enhance pupils' learning.
59. The headteacher is temporarily responsible for the subject until the new subject co-ordinator takes over the role in the spring term. Procedures are not in place for the co-ordinator to check and review teaching, learning and pupils' work in order to have a clear picture of standards across the school. Improvement has been satisfactory on the whole since the time of the last inspection. The school has made good improvement in resources since then but it still does not have a system for teachers to check and review pupils' progress. The new co-ordinator has the enthusiasm, ability and commitment to bring about the necessary improvements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. This area of the curriculum was not a focus for the inspection. No lessons were seen in **art and design** or **design and technology** so no definite judgment can be made on teaching and learning in these subjects. Evidence comes from pupils' work on display, the Year 4 art club and talking to teachers. These indicate that standards are in line with national expectations in art and design, and the work that teachers plan for pupils is satisfactory. The learning of the pupils who attend the Year 4 art club is good because of the enthusiasm and expertise of the teacher and the variety of experiences that she gives them.

61. In design and technology, effective leadership has brought about good improvement since the last inspection in the work that the teachers plan for pupils and the resources they have to use. Also, teachers make good links with other subjects such as science and art, and this gives the subject added interest for pupils. Some of the design and technology work displayed around the school is of a standard that is above national expectations, but pupils' plans and reviews of their work are in line with national expectations. Therefore, overall standards are in line with national expectations. Art and design, and design and technology contribute to pupils' understanding of the variety of cultures within the school and wider community. This was evident when Year 6 pupils used oil pastels to produce good quality pictures in the style of Van Gogh. It was also evident in the making of good quality masks and hats, and in the pupils' enjoyment in tasting Caribbean food as part of their work on the Notting Hill Carnival.
62. In **music**, one lesson was seen in Year 6, and pupils in Years 3 and 4 were heard singing in a rehearsal for their Christmas production. It is, therefore, not possible to make a judgement about provision overall. The school's planning ensures that all areas of learning are covered. In the Year 6 lesson, the teacher used her sound subject expertise effectively to help pupils make satisfactory progress. For example, she helped them to improve their performance when they played percussion instruments. The standard of work was in line with national expectations for pupils of this age. In the rehearsal, the standard of singing was good. Pupils sang confidently and tunefully.
63. Inspectors observed only a limited amount of teaching of **physical education**. Therefore no overall judgements can be made regarding standards of achievement, teaching or the leadership and management of the subject. In the lesson observed, the quality of teaching was satisfactory and pupils attained standards that were in line with national expectations in the development of their gymnastic skills. Pupils like physical education a lot and appreciate the range of activities outside lessons that enhances their learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision is **satisfactory**.

Main strengths and weaknesses

- Good leadership has brought about good improvement.
- The quality of the work that teachers plan for pupils is good.
- A system to check and review teaching, learning and pupils' work is not in place.

Commentary

64. Two personal, social and health education lesson were seen, one in Year 3 and one in Year 6. Inspectors spoke with teachers, pupils and looked at the file that the subject co-ordinator keeps. Citizenship is not taught as a separate subject but as part of personal, social and health education. Good leadership has brought about good improvement in the subject since the time of the last inspection. For example, teachers now have structured guidelines to help them plan the work for pupils and have the resources to support the work. On the other hand, management of the subject is satisfactory because the co-ordinator does not have a formal system to check and review teaching, learning and pupils' work.
65. Pupils achieve satisfactorily in their personal, social and health education learning. They develop responsibility for their own actions, good relationships, and respect for the differences between people. The lessons play an important part in helping to eliminate bullying in the school. In the lessons observed, teaching was satisfactory. Teachers gave pupils good opportunities to reflect and think carefully about their ideas and experiences before speaking about them. In the Year 3 lesson, the teacher organised the pupils in small groups and this developed the pupils' skills of co-operation and collaboration effectively. On

the other hand, there were shortcomings in the organisation of both lessons. In Year 6 the group was too large for the discussion to be as effective as it could be and, in Year 3, the pupils needed more time to discuss their ideas in the group work. The school council and buddy system help pupils who take part in them to develop a good sense of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

