



Parkside Primary School

Inspection Report

Unique Reference Number 117935
LEA East Riding of Yorkshire
Inspection number 282705
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Mrs Margaret Shepherd

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Western Road
School category	Community		Goole
Age range of pupils	3 to 11		DN14 6RQ
Gender of pupils	Mixed	Telephone number	01405 763634
Number on roll	461	Fax number	01405 767612
Appropriate authority	The governing body	Chair of governors	Cllr Malcolm South
Date of previous inspection	1 January 2004	Headteacher	Mr Brian Morris

Age group 3 to 11	Inspection dates 4 May 2006 - 5 May 2006	Inspection number 282705
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Parkside Primary School is a larger than average school, with 461 children on roll. Children enter the school with standards at the expected level. It has an average number of children with learning difficulties and/or disabilities. The proportion of children eligible for free school meals is below average. As the result of local authority reorganisation, 35 children joined the school in September from three different neighbouring schools. The school has undergone a high proportion of staff changes and staff illnesses over the past three years. The deputy headteacher has only been in post since September.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. This matches the school's own judgements. The previous inspection found that the school had serious weaknesses. This designation no longer applies and the school now has a satisfactory capacity for future improvements.

Overall, leadership and management are satisfactory. The headteacher's leadership and management are good. He has been determined to improve the school's provision and has been successful in tackling the weaknesses. He has worked very hard to improve the consistency in the quality of teaching and it is now satisfactory with good features. He has also set up efficient systems to ensure that each child's progress is monitored carefully as they move between classes. The combination of these strategies has had a positive impact on children's standards and achievement, which are now satisfactory throughout the school. This includes children with learning difficulties and/or disabilities. The achievement of more able pupils is satisfactory but opportunities are missed to increase their rate of progress further by challenging them consistently throughout lessons.

- Personal development and well-being are satisfactory with some good features. Behaviour is good, as is moral and social development. These good features are a result of the school's emphasis on sensitive care and support. Guidance is satisfactory. Some children have an understanding of what they need to do to improve their reading, writing and mathematics, but this is not the case throughout the school. The curriculum is satisfactory overall. Opportunities are missed to extend literacy, numeracy and information and communication technology (ICT) skills across other subjects. The quality of provision and standards in the Foundation Stage are satisfactory, with outdoor learning less effective than indoor learning. Leadership and management are satisfactory overall. The school provides satisfactory value for money.

What the school should do to improve further

- Develop the use of literacy, numeracy and ICT skills across the curriculum.
- Extend children's understanding of what they need to do to improve their own work.
- Provide consistency in the challenge for the more able children in lessons.
- Extend the outdoor learning for the Foundation Stage children.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average. Standards at the end of Year 6 and achievement through the junior classes have been variable over time. In 2004 standards were average and achievement was satisfactory overall and good in science. There was a considerable drop in standards in 2005; achievement was inadequate overall and particularly low in mathematics. This was due to a successive pattern of

disruption in staffing for this year group as they moved through the junior classes. This situation has now been resolved effectively. The school has worked hard to put a range of good quality strategies in place to improve the consistency of achievement both through each year group and when children move between classes. Children's learning now builds systematically on their previous knowledge and skills. These strategies, together with the improved quality of teaching, have resulted in children now making steady progress as they move through the school. School data show that standards in the current Year 6 are average. This represents satisfactory achievement from their Year 2 standards.

Standards in Year 2 have been rising over the last three years to average last year. The school has sustained these standards this year. Children make satisfactory progress in the Foundation Stage. Children with learning difficulties and/or disabilities make at least satisfactory progress and they often make good progress. Children eligible for free school meals achieve as well as other children. The headteacher sets teachers challenging targets for their children to reach each year.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory with good features. Spiritual, moral, social and cultural development is satisfactory overall. Cultural development was a weakness in the previous inspection and it is now satisfactory. Moral and social development is good. Children have a clear understanding of right and wrong. This leads to good behaviour in lessons, around the school and at playtimes. There is harmony and good relationships between the established children and those who have come from neighbouring schools. Children have a good understanding of keeping safe and healthy. They have confidence that the school will 'do all that it can' to ensure they are free from bullying. They appreciate that they need to eat healthy food, drink water regularly and take exercise. A large proportion of children exercise regularly by cycling to school. Children enjoy school, particularly when teaching is lively and interesting. A small number of children find it more difficult to concentrate when satisfactory lessons are not as demanding as the best. Attendance is satisfactory. Rates dropped last year but this year they are back to the expected level. Children's contribution to the community is good. The school council takes its work very seriously and councillors are proud of their responsibilities. Children have the personal qualities and satisfactory skills to prepare them for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with good features. This is an improvement since the previous inspection where it was a serious weakness. The partnership between teachers and teaching assistants is good and this supports children with learning

difficulties and/or disabilities effectively. Teachers manage behaviour well, which produces a calm and productive context for learning. The level of challenge in lessons matches the average child's needs well but there is not a consistent level of challenge across each part of the lesson for the more able children. Where teaching is good, there is a fast pace to learning and an interesting range of carefully sequenced activities. Assessment is now satisfactory. It was a weakness in the previous inspection. There are appropriate assessment systems in place which are being used to improve children's writing. However, teachers are not using these systems effectively enough across other subjects to support individual children in understanding what they need to do next to improve their work.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory. The school has worked hard to ensure that the different elements within each subject are covered systematically. There has been a particular focus on increasing the amount of problem-solving activities in mathematics, resulting in improved achievement in this subject throughout the school. There are good quality opportunities for children to learn musical instruments. The school covers basic skills within English, mathematics and ICT lessons effectively and is now in a good position to extend the focus of literacy, numeracy and ICT across the curriculum. The curriculum for personal, social, health and citizenship is good. The Foundation Stage curriculum is satisfactory overall. There is a clear focus on basic skills, but opportunities are missed to incorporate outdoor learning into planned activities and the outside areas are drab and uninviting.

Care, guidance and support

Grade: 3

The quality of care, support and guidance is satisfactory overall with some good features. Procedures to safeguard children are satisfactory. The care of vulnerable children is good, as is the support for children with learning difficulties and/or disabilities. Guidance for children's academic development is inconsistent. Some children have a good understanding of parts of their work and what they need to do to improve. That understanding is not seen consistently across all three aspects of reading, writing and mathematics.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. This is an improvement since the previous inspection where management was inadequate. The leadership and management of the headteacher are good. He has a very clear vision of how to take the school forward and is determined to improve the school's provision. He tackles key areas for improvement systematically, such as providing additional expertise to support and extend the staff's development. There has been a considerable

improvement in the monitoring and evaluation procedures, particularly for teaching and learning. This has had a significantly positive impact on the quality of teaching which in turn has led to consistently satisfactory achievement by children through the school. The headteacher takes a long-term view of staffing, considering new appointments carefully. This strategy has now resulted in a good balance within the teaching team. He introduces new systems efficiently, which ensures continuity in the provision for children as they move through the school. The new deputy headteacher is enthusiastic and is playing a leading role in further improving the assessment systems. The role of the coordinators, which was a weakness in the previous inspection, is satisfactory. Governance is satisfactory. The governors are committed to taking the school forward and have a good understanding of the school's strengths and weaknesses. Self-evaluation is satisfactory. The involvement of parents in this process is satisfactory. They appreciate the school's provision. Improvement since the previous inspection is satisfactory overall and the school now has a satisfactory capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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8 May 2006

Dear Children

Thank you very much for welcoming us into your school. We really enjoyed talking to you and looking at your work.

The best things about your school are:

your good behaviour in lessons, around the school and at playtimes

your understanding about keeping safe and healthy

your School Council and your contributions to your school community

the partnership between your teachers and the teaching assistants and the way

that children with learning difficulties and/or disabilities are supported

the way that the staff care and support you all

the opportunities for you to play musical instruments

the way that your headteacher works hard to improve your school.

To improve your school more, we have asked all the adults to:

help you use literacy, numeracy and ICT more in all your different lessons

to make the work more challenging for more able children right through the lesson

to help you to understand what you need to do to improve your work in reading, writing and mathematics

to make the outdoor learning more interesting.

Best wishes

Maggi Shepherd, Geoffrey Yates, Kathryn Dodd

Lead inspector and team inspectors