

# Parkdale Primary School

## Inspection report

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<b>Unique Reference Number</b>	122528
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314317
<b>Inspection dates</b>	12–13 December 2007
<b>Reporting inspector</b>	Keith Edwards

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Martine Daykin
<b>Headteacher</b>	Mr Graeme Robins
<b>Date of previous school inspection</b>	8 September 2003
<b>School address</b>	Parkdale Road Carlton Nottingham Nottinghamshire NG4 1BX
<b>Telephone number</b>	0115 9110066
<b>Fax number</b>	0115 9110084

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large suburban primary school on the outskirts of Nottingham. The children come from a broad range of cultural backgrounds, although the majority are White British. Pupil mobility is above average. Attainment on entry to the school is broadly average in most respects although a significant minority start school with speech and language difficulties.

Throughout 2007, the substantive headteacher has been on secondment. In his absence the deputy headteacher has led the school in the capacity of acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory level of education for its pupils. The acting headteacher is successfully guiding the school through an unsettled period in its history that has seen staffing difficulties and standards of attainment dipping in 2007. The leadership team have tackled the situation head-on and have been resolute in their determination to bring about improvements. This upturn is now evident in the pupils' work. Current standards in English, mathematics and science in Year 6 are broadly average and this denotes an improvement on the 2007 test results. Throughout the school's unsettled period, the resolve of the leadership team has strengthened the confidence of the parents. One appreciative parent, whose view is echoed by many others, commented, 'The acting head has shown outstanding leadership and care and concern for the children. He is very approachable'.

The school has retained its strong caring ethos, identified in the last inspection, and the personal development of the pupils is good. Pupil's social development is promoted well through imaginative use of group work and the school's reward systems. The school is particularly successful in settling new pupils well. The ethos and range of opportunities available to the pupils strongly support their personal development and keep them interested. As a result, pupils enjoy their schooling. Attendance rates are broadly average and rising. The school has the respect of the community that it serves and works well with other agencies, particularly in its support for pupils with learning difficulties and/or disabilities.

The quality of teaching and learning is satisfactory. Teachers support each other to share good practice. Nevertheless, teaching varies across the school. As a result, pupils' progress is uneven although it is sound overall. The curriculum is satisfactory. It supports pupils' learning in literacy and information and communication technology (ICT) well, but places too little emphasis on developing the pupils' creativity and independent thinking skills. This is particularly evident in the decline in science tests in recent years. However, the curriculum does promote healthy lifestyles well and physical education (PE) is a growing strength of the school.

Parkdale makes good provision for the welfare of pupils; they are valued and supported effectively. Adults are very good role models; as such they help pupils to respect individuals and work cooperatively together. The school checks pupils' progress carefully and assessment procedures have been refined to provide an accurate picture of their starting points. This ongoing priority has not only sharpened the quality of teaching, but also raised the expectations of the pupils' achievements. Older pupils are now involved in the target setting process and are keen to improve.

Leadership and management are satisfactory. The school's view of itself is broadly accurate and its strategy for strengthening its effectiveness has gained momentum. The acting headteacher is committed to teamwork and holds an accurate view of the future needs of the school. The governors' contribution is satisfactory as they are increasingly holding the school to account as well as providing invaluable support. They recognise that greater rigour needs to be sustained at all leadership levels in evaluating the pupils' learning experiences and raising expectations of the pupils' achievements year-on-year. Currently, the school provides satisfactory value for money and is improving rapidly.

## Effectiveness of the Foundation Stage

### Grade: 2

Children achieve well in the Foundation Stage. Transition from a range of nursery settings is effective, with children quickly settling into school routines. Attainment on entry is just below expected levels, particularly in language and mathematical development. Children make good progress because they are taught well. Teachers provide a good balance of activities between different areas of the curriculum, but pay particular attention to language and mathematics so that, by the end of the Foundation Stage, children are working at expected levels in all areas of learning. Work is assessed well and the effective tracking of children's progress helps teachers to match tasks to the needs of individuals. Leadership and management of the Foundation Stage are good. Indoor resources are used very effectively and plans are being implemented to enhance outdoor learning spaces. Teachers working in Reception and Year 1 work closely together to ensure children's smooth transfer into the main school.

### What the school should do to improve further

- Support teachers more effectively so that all lessons come up to the standard of the best and pupils make consistently good progress.
- Structure the curriculum so that it provides for pupils to engage more effectively in imaginative and creative learning opportunities.

A small proportion of schools whose overall efficiency is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Standards are rising again in the junior classes because the school has worked carefully on an intensive support programme and has sharpened its assessment and tracking procedures. Teachers and pupils now have a much clearer idea of what is required to raise standards and are determined to do better. Indications are that the drop in standards in 2007 has been reversed.

Currently, standards in English and mathematics in Year 6 are average. These are in line with this group's starting points and represent satisfactory progress. Although the girls outperform the boys in acquiring the basic skills of literacy and numeracy in the infant classes, there is little difference in their achievement by the age of eleven. Pupils with learning disabilities benefit from sensitive support that breaks down learning into small steps. Standards in ICT are improving through enhanced resourcing and training for staff.

## Personal development and well-being

### Grade: 2

Pupils enjoy coming to school and their attitudes to work are good. They behave exceptionally well, both in lessons and as they move around the school. Attendance rates are satisfactory. Pupils get on well with one another and form very good relationships with adults. Taking part in a wide range of physical and sporting activity and learning about what they should eat encourages pupils effectively to adopt healthy lifestyles. Pupils feel safe in school and are confident that there is always somebody to turn to should they have any worries or concerns.

The school makes a positive contribution to pupils' spiritual, moral, social and cultural development. As a result, this aspect of pupils' personal development is good. The attention paid to raising pupils' awareness of issues related to growing up in a diverse multi-cultural society is effective. Through class and school councils, pupils make a good contribution to the school and local communities. Pupils' good attitudes to learning and satisfactory standards in basic skills provide a firm basis for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall with some good practice, particularly in classes of older pupils. Inspection evidence indicates that the quality of teaching is steadily improving although the impact of this strengthening position is not yet reflected in the progress made by pupils. In the less effective lessons there is not enough emphasis placed on checking what the pupils have learned and the pace is slow. Where lessons are more effective, pupils are managed well, teachers' expectations are high, the work that pupils do is carefully matched to their capabilities and the teachers explain carefully what they need to do to improve. Teaching assistants work closely with teachers to help all pupils participate fully in lessons so that they make progress towards their individual learning targets. Pupils' exemplary behaviour contributes strongly to their learning. The teachers' effective use of new technologies has a very positive impact on learning in each age group.

### **Curriculum and other activities**

#### **Grade: 3**

In the satisfactory curriculum there is appropriate emphasis on English and mathematics and a good range of programmes to support those pupils who need additional help. The school has recognised that the curriculum does not always closely match the needs of its pupils and is currently modifying this so that provision is more creative and makes clearer links between subjects. This is in the early stages of development. The curriculum is enriched well with a wide ranging programme of visits including residential visits and visitors to school. The special activity weeks such as the 'Arts Week' enable pupils to develop a range of skills. The provision for ICT has improved markedly since the last inspection. These measures have raised the levels of pupils' involvement in ICT and increased the opportunities for them to use these skills to support their learning across other subjects. Throughout the school there is an increasing emphasis on promoting personal and social development so that pupils have a good understanding of staying safe, keeping healthy and of citizenship.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Parental confidence in the school has improved considerably and both parents and pupils appreciate the effort that the school makes to ensure that pupils feel safe, secure and valued. Procedures for health, safety and risk assessments are secure. Child protection procedures are clear, known by all staff and followed correctly. Recent strategies to improve pupils' behaviour and attitudes have been very effective; contributing to pupils' good personal development. The school has developed good procedures to assess and monitor the pupils' academic progress. These are used well in most classes to help pupils

understand what they need to learn next. The school provides good support for vulnerable pupils and those with learning difficulties and/or disabilities. Their needs are identified early and effective action is taken to help them, so that they make good progress towards their individual targets. There are good links with outside agencies who provide additional support where necessary.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. The acting headteacher is committed to improving the quality of education in the face of a history of high staff mobility. Nevertheless, the staff function well as a team and they are developing their roles and responsibilities in evaluating the school's performance. The impact of greater rigour in the monitoring of pupil progress is beginning to be felt as standards improve and demonstrate the school's good capacity to improve. Equal opportunities are at the heart of the school's development plans and ensure that support is allocated to the most needy. The school has formed good working partnerships with neighbouring schools and has strengthened its links with parents. There is still much to be done, particularly in developing consistency in the quality of teaching. Governors are committed to the school, provide conscientious support and are involved in evaluating the work of the school through their frequent visits. Thus, their awareness of their responsibility to hold the school to account has grown and their strategic development plan accurately reflects the future priorities.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

14 December 2007

Dear Pupils

Inspection of Parkdale Primary School, Carlton, Nottingham NG4 1BX

We really enjoyed our visit to your school because everybody was so polite, helpful and friendly. We were very pleased to be able to work with you in your classrooms, join in with your assemblies, the Infant Nativity and listen to your comments about Parkdale. We can understand why you enjoy your school so much as there are many things that make your school special. Here are some of them.

- Everybody understands the school rules and your behaviour is excellent.
- Everybody tries to be friendly, thoughtful and helpful. Well done!
- The staff are very caring and provide a wide range of activities and visits to keep you interested.
- Computers are used well in the school to help you learn.
- Mr Robins has done a good job of leading the school while Mr Collins has been away.

We found that your school is providing you with a satisfactory standard of education. Signs are that it is improving. Your teachers work hard but we have asked them to help each other more often so that all of your lessons are like the very best ones. This will help you to make faster progress. We have also asked your teachers to look much more closely at what they teach because we believe that learning could be even more exciting at Parkdale.

We would like to wish you all the very best for 2008.

Yours sincerely

Keith Edwards

Lead inspector