

South Parade Primary School

Inspection report

Unique Reference Number	131604
Local Authority	North East Lincolnshire
Inspection number	319554
Inspection dates	13–14 October 2008
Reporting inspector	Nigel Cromey-Hawke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	0–11
Gender of pupils	Mixed
Number on roll	
School (total)	434
Government funded early education provision for children aged 3 to the end of the EYFS	136
Childcare provision for children aged 0 to 3 years	26
Appropriate authority	The governing body
Chair	Karl Gabbitas
Headteacher	Mrs Sandie Holmes
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	South Parade Grimsby North East Lincolnshire DN31 1TX
Telephone number	01472 231659
Fax number	01472 231657

Age group	0–11
Inspection dates	13–14 October 2008
Inspection number	319554

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger-than-average primary school formed in September 2007 from the amalgamation of the previous infant and junior schools on the same site. The school is in an area of social deprivation and the proportion of pupils with learning difficulties and/or disabilities is above average. Nearly all pupils are White British with a very small number not having English as their first language. The school provides for the Early Years Foundation Stage (EYFS) and has an on-site Children's Centre and after-school club maintained by the school. The school has Activemark and Healthy Schools awards and is currently undergoing a major building programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

South Parade Primary is a satisfactory and improving school. Despite the challenges of amalgamation plus the continuing major building work that still limits some of its provision, the school has improved standards and achievement. Parents are supportive and one typically commented that 'I feel strongly that South Parade encourages positive behaviour as well as learning and that is an environment I wish my child to learn within.'

Children enter the EYFS with knowledge, understanding and skills below those typical for their age. Many have benefited from the good provision in the on-site Children's Centre. Pupils' achievement is satisfactory overall through the school, although progress is quicker in Key Stage 1. Standards at the end of Year 6 are broadly average. Improvements are beginning to have an impact. Current Years 2 and 6 pupils are on track to reach national averages. This is particularly the case in English, following significant work on literacy. Learners with difficulties and/or disabilities make similar satisfactory progress to others in the school.

Pupils' personal development is satisfactory. Attendance is below average but the school is working hard with parents to improve this. There has been significant work undertaken to improve behaviour which is now good. Pupils say they feel safe and they know what it means to lead a healthy lifestyle. Their social, moral, spiritual and cultural development is satisfactory. Some teaching is good because it challenges and interests pupils. However, some lessons do not have enough pace and the lack of varied activities fails to meet the differing needs of pupils. This is particularly the case for more able pupils. Guidance to help pupils understand how well they are learning and what they need to do to make progress is underdeveloped. There is a good range of extra-curricular activities, and the after-school clubs are well supported. The curriculum is satisfactory but more limited for older pupils. This leads to a lack of enjoyment, less secure learning and slower progress for some. Care, guidance and support are satisfactory, although good use is made of teaching assistants to provide support which contributes to the improvements in standards.

The amalgamation has presented many challenges and the current improvements demonstrate the headteacher's strong leadership. The school is rapidly becoming unified and the highly committed staff are becoming increasingly involved in managing subject areas across the school. There is wide-ranging monitoring and self-evaluation and the school improvement plan has established challenging targets for further improvement. The governors are well led by their chairperson and carry out their challenge and support functions well.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The children enter Nursery with skills and abilities below those normally expected for their age, especially in the area of language and communication. They make satisfactory progress but leave still below the national average. Welfare procedures are in place and contribute to a calm, happy atmosphere throughout the EYFS. Children have positive relationships with adults and other children. They play amicably together, sharing equipment and space. Teaching and learning are satisfactory, although there is too much emphasis on teacher-led activities and the outdoor provision is not sufficiently well developed to provide a good learning environment. Assessment is being developed with local authority support but is not yet rigorous across the

whole of EYFS. This makes it difficult to track children's progress and so plan the next steps in their development. Leadership and management are satisfactory.

A number of children in Nursery and Reception also benefit from day care provision provided by the Children's Centre, which is good in all aspects. After-school care for some Reception children, together with older children, is also good and enjoyed by all who take part.

What the school should do to improve further

- Establish robust and accurate assessment in the EYFS that will inform the next steps of learning for each child and help keep track of their progress.
- Ensure that all lessons cater for the full range of abilities including increased levels of challenge for the more able.
- Ensure that pupils know what level they are working at and understand the next steps needed to make progress.

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

Achievement and standards

Grade: 3

Standards are broadly average and achievement is satisfactory. Pupils enter Year 1 with standards that are below average but make good progress as a result of their positive attitudes to learning, the quality of teaching and the care and support they receive. In Year 2 and Year 6 pupils reach broadly average standards. Current pupils are making steady progress through the school as a result of improvements in teaching. The school's assessment and tracking system indicates that they are on course to exceed targets in Year 2 and meet them in Year 6. Learners with difficulties and/or disabilities make satisfactory progress, helped by the appropriate levels of support they receive.

Personal development and well-being

Grade: 3

The personal development of pupils is satisfactory. Pupils are friendly and helpful, and many make a good start as a result of the levels of support and care within the Children's Centre. There are positive relations between staff and pupils, but enjoyment for some is limited by the limitations in the curriculum and formal teaching, especially in some older classes. There has been a focus upon improving behaviour and it is now good. Pupils' spiritual, moral, and social development is satisfactory. Cultural development is weaker because pupils display a more limited appreciation of other religions and cultures. Pupils say they feel safe and secure within the school environment and robust measures are taken to ensure site safety for all. Bullying is rare and dealt with effectively when it occurs. Attendance is below average but the school is working with the local authority to improve this. Pupils have a good understanding of what it means to lead a healthy lifestyle and enjoy the wide range of activities provided by the school, especially the residential outdoor pursuits programme and the after-school club. This contributes well to their confidence and social skills. The extent to which pupils make a positive contribution to the community is satisfactory, although the role of the school council is developing. Opportunities to develop workplace skills through information and communication technology (ICT) are limited because resources are not yet available due to building work.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with their pupils, consistent expectations for good behaviour, and focus well upon their personal development and well-being. They work closely with teaching assistants who make a valuable contribution to learning. Some teachers are skilled at generating enthusiasm and a good pace of work so that each pupil achieves well. In the best lessons resources such as interactive whiteboards are used effectively by teachers and pupils to provide added stimulus and demonstrate learning. In these lessons pupils are constantly challenged and they enjoy their learning. In one outstanding art lesson, animated teaching and a brisk pace made meaningful links between modern art and mathematics and history work that was already taking place. High quality learning resulted. In some cases, however, lessons are not adjusted to the needs of pupils with differing abilities. Guidance in helping pupils understand how well they are learning and what they need to do next to make more progress is underdeveloped in some classes and as a result progress is less rapid, especially in Key Stage 2.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory and is currently under review. It has a positive effect at Key Stage 1 in promoting pupils' personal development and has rightly begun to focus upon literacy and numeracy skills across the school. The curriculum for older pupils remains underdeveloped and this has contributed to the slower progress of some. English is improving as a result of the significant levels of booster and intervention work the school now carries out. Planning to meet the needs of all pupils through a range of tasks and resources remains insufficiently varied to ensure good progress for all groups. This is especially the case for more able pupils who are insufficiently challenged. The school provides a good range of extra-curricular activities, visits and visitors, with a strong emphasis on music, healthy living, sport and outdoor activities. Pupils say they enjoy these activities, they extend their learning well and build community links.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory, with some good features. The school meets statutory requirements in relation to safeguarding and risk assessments. There are effective systems to ensure pupils' welfare, including sound partnerships with parents and outside agencies. The good work of the Children's Centre ensures that many have a very positive start to their learning. Child protection procedures are well established and understood and satisfactory support is provided for vulnerable pupils, especially those who are new to the school. The effective use of teaching assistants and improved testing and tracking of pupils with learning difficulties and/or disabilities is beginning to help many make better progress. Individual target setting is underdeveloped and pupils are largely unaware of how to work independently and direct their own progress. There is some good practice in teachers' marking of pupils' work but this is not consistent across the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and staff have worked with great energy and commitment over the last year to create a unified school. The school's self-evaluation has identified a range of areas for development and steps are being taken to bring about improvement. Work on improving literacy and numeracy has begun to bring results, with standards beginning to rise. The new tracking system ensures that pupils' progress is well monitored and subject leaders are more knowledgeable about progress in their areas of responsibility. Whole-school planning rightly centres on raising standards and achievement and the school has set itself challenging targets to drive improvement. The local authority has worked closely with the school to provide additional support and training where it is needed most. Community cohesion is satisfactory and the school makes good links with the services of the Children's Centre and local community agencies. Many of these measures are new and have yet to show an impact but the school's capacity to improve is growing and is satisfactory. Governance is satisfactory. The governing body has been restructured and carries out its challenge and support functions well, especially through its links with subject teams.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	----------------

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	NA
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

15 October 2008

Dear Pupils

Inspection of South Parade Primary School, North East Lincolnshire,

DN31 1TX

Thank you for the warm welcome you gave me and my team when we inspected your school. You were very friendly and polite. You told us a lot of interesting things about your school and you are clearly very proud of it. South Parade Primary School is a satisfactory and improving school. These are the main things we found that are good about your school.

The Children's Centre provides a good start to your learning and is well led and managed.

The after-school club provides many of you with good play and learning experiences and helps in your personal development.

The school cares for you well and teaching assistants in particular help you in your learning through small group work and extra classes.

You are getting better in your tests and assessments. Well done.

Your behaviour is good. Well done.

Your headteacher has clear ideas about how the school needs to improve further and is leading it strongly in the right direction.

These are the things that we have suggested to your school to make it an even better place to learn.

Improve the assessment of your learning for the youngest children so teachers have a better idea of the progress they are making.

Make the curriculum more interesting and ensure that it matches all your needs, especially those of you who are more able.

Help you to learn independently by giving you more guidance on how well you are working and what you need to do to make more progress.

You can help by telling your teachers how you learn best and if you have any difficulties. You can also help by attending every day so that your learning is not disrupted.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector