

Parsloes Primary School

Inspection report

Unique Reference Number	101227
Local Authority	
Inspection number	335678
Inspection dates	17–18 November 2009
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Mr Ray Parkin
Headteacher	Mrs Aedin Lipski
Date of previous school inspection	0 January 2007
School address	Spurling Road Dagenham RM9 5RH
Telephone number	020 8270 4925
Fax number	020 8270 2926
Email address	office@parsloes.bardaglea.org.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, and held meetings with staff, pupils and governors. They observed the school's work, and looked at documents including policies, pupil progress records, data analysis, governors' minutes and the school development plan. The returns from staff, pupil and 87 parent questionnaires were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following aspects.

- The quality of learning and the progress made by all pupils.
- What is being done to improve standards in boys' writing.
- The management of attendance to reduce the number of persistent absentees.

Information about the school

This is a much larger than average-sized primary school. The proportion of pupils from minority ethnic groups is higher than average and increasing, with the largest group being Black African. Around a fifth of pupils speak English as an additional language. The proportion of pupils eligible for free school meals is much higher than that found nationally. The proportion of pupils with special educational needs and/or disabilities, mainly associated with moderate learning difficulties, is lower than the national average. Only a very few pupils have a statement of special educational need. The Early Years Foundation Stage is made up of pupils in the Nursery and two Reception classes. The school provides a breakfast club each morning, which is managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is an improving school where dynamic and innovative leadership has both raised staff morale and strengthened teachers' commitment to improve the quality of teaching and the rate of pupils' progress. The heart of the success of the school is the 'hands-on' approach of the senior leadership team. All four members are actively involved in monitoring and supporting teaching. There is an outstanding approach to supporting groups of pupils by using experienced teachers to help them. Members of the senior leadership team withdraw groups from class and give them specialist support in key skills, either to help them keep up or, for the more able pupils, to increase their learning further. The senior leadership team have a clear vision for the future of the school and all staff say they are proud to work in the school with such strong leadership. All levels of management are fully involved in the accurate self-evaluation and this results in their being very aware of the strengths within the school and what still needs to be done. The school is very cohesive and works well with the local community to extend pupils' understanding of issues within society. The improvements in both the quality of teaching and the progress made by pupils during recent years demonstrate a good capacity for sustained improvement. Pupils are very happy, staff work as a good team to support them, and parents are very satisfied. Governance is only satisfactory because there is not a full complement of governors, which restricts the operation of the sub-committees. Children enter the Early Years Foundation Stage with skills that are well below those expected for their age and they make good progress throughout the school to attain broadly average standards at the end of Year 6. There are no significant variations in the performance of any group of pupils, including those with special educational needs and/or disabilities. There is no significant difference between attainment and progress in all key subjects. An identified weakness in boys' writing is being successfully addressed through creative writing stimulated by practical activities such as school visits. Within the curriculum, the use of information and communication technology (ICT) to support learning is good.

Within overall good teaching there is some outstanding practice. For example, in some Year 6 English lessons where pupils excitedly used the experience from the previous day's visit to Duxford air museum to develop their literacy skills. Pupils all make the same progress because of well-targeted individual support in lessons but planning does not always ensure the activities are matched to pupils' abilities. The curriculum contributes to pupils' understanding of other cultures but more still needs to be done to give them greater direct contact with other communities.

Pupils develop strong social skills with a good awareness of spiritual, moral and cultural issues. Behaviour is good throughout the school and there are harmonious relationships

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as pupils understand each other. Although the school has worked hard and successfully to improve attendance, it is still lower than it should be, with a higher than expected number of persistent absentees. The absences are due mainly to families not ensuring their children attend and not to the pupils not enjoying school.

What does the school need to do to improve further?

- Raise standards even further by ensuring teachers regularly use performance data to match activities to pupils' abilities.
- Work with parents and the local authority to increase attendance by reducing the number of persistent absentees.
- Improve governance of the school by:
 - ensuring that there is a full complement of governors
 - reviewing the committee arrangements within the governing body to ensure that governors are able to provide effective support and challenge.

Outcomes for individuals and groups of pupils

2

Pupils achieve well in the classroom and say they enjoy their learning in all subjects. This was clearly seen in several circle time activities. All groups of pupils make good progress in lessons as a result of well-directed support from the teacher and the teaching assistants. Results from national tests over recent years show that there have been no significant variations between groups of pupils or between subjects. The school's tracking data also show that all year groups are making good progress over time. This includes the pupils with moderate learning difficulties. Pupils' attainment at the end of Year 6 has been average over the last three years. This is confirmed by the pupils' work seen in lessons. Boys' writing was identified by the school as a relative weakness last year and has already improved as a result of modifications made to curriculum content and extra support. Pupils' preparation for their future economic well-being is satisfactory because, although they make good progress to leave with average academic skills and good personal skills, they do not all have good attendance records.

Pupils' behaviour is good both in and out of lessons. The school has successfully raised attendance levels and this term they are close to the national average. There is, however, insufficient evidence to show that it has improved over a sustained period.

The school is a harmonious community where pupils benefit from very good relationships with adults and each other. All pupils get on well together and say they feel safe in school where the behaviour of the vast majority is good. They enjoy sport and eat healthy food. They make a good contribution to the school community through their many responsibilities within the classroom and by being school counsellors. Through charity fund-raising and going into the local community, they make a satisfactory contribution to the community beyond the school. The cultural understanding of pupils is well developed through the wide range of ethnic backgrounds

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within the school population and this contributes to good overall spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school's evaluation of teaching is accurate. There are many good features within lessons. Pupils' behaviour is managed well because of very good relationships and teachers' commitment to helping all pupils learn. However, there is inconsistent use of progress data within class planning to provide group tasks matched to abilities. Pupils do learn well in lessons but because of the expert learning support rather than because of well-planned group activities. Teachers use questioning very effectively to extend pupils' knowledge and focus their attention. While there is no specialist support available for those who start school with very little knowledge of English, they soon start to make good progress because everyone works together to learn and help each other. These pupils were seen to be joining in well during class discussions.

The recently revised curriculum is based on a scheme piloted in Year 5 which has English at its centre and links all the foundation subjects. Themes, such as the world

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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wars, extend the range of pupils' experiences and are really enjoyed by pupils. All Year 5 pupils learn to play a musical instrument and can continue this when in Year 6. Swimming lessons are arranged for all Year 4 pupils. There is also a wide range of well supported extra-curricular activities. Some physical education lessons are taught by visiting specialists and this contributed to the school being awarded the Activemark in 2008.

Good arrangements are in place to guide and support all pupils in their personal development and their learning. Senior leaders work with pupils who have been absent to ensure they catch up on work missed. All the adults in the school look after the pupils well and the concept of talking to an adult about any problems is well developed. Parents say the children settle into school quickly and pupils say they are well prepared for moving to secondary school.

The breakfast club is efficiently organised and pupils are looked after in a safe and well-managed environment. They are provided with healthy food to start the day and participate in a good range of activities and games.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides inspiration and motivation with a strong focus on shared accountability. The senior leadership team has steered the school through significant improvements in a range of priorities such as improving teaching and developing the curriculum since the last inspection. This has been made possible by sharing the best practice through robust monitoring of teaching and learning. All staff are working as a very effective team and share the ambition of the senior leaders for the pupils' success. The staffing and organisational structure they have developed to motivate and support teaching and learning is extremely effective. It has meant that they can immediately address any area of underachievement quickly and effectively. Because senior leaders have the ability to support all groups, from the least able to the most able, they ensure that all pupils have equal opportunities to succeed. Leaders and managers work hard to eliminate any form of discrimination. The school has a good understanding of its own community and shows a strong commitment to promoting cohesion outside the school community. National and international links beyond this are not yet fully developed. School leaders are developing partnerships to provide more national and global links. There is a good approach to health and safety and all safeguarding requirements are

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fully met. Child protection procedures are comprehensive, with secure records in place. Governors are supportive of the leadership team in all these areas but, because there are several vacancies for governors, the sub-committee structure is not fully effective. This, for example, results in governors not having an efficient route to challenge the school regularly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage has improved since the last inspection and is now good. This is due to the effective leadership and management of the provision by the deputy headteacher. She provides clear direction for staff and has built a skilled team committed to continuous improvement. Staff are skilled in assessing children's progress and planning a good range of activities.

Children experience a range of well-planned activities across all the expected areas of learning. Classrooms are well resourced and the attractive outside areas are used imaginatively to provide additional space for children to choose their own resources and work independently. Children enjoyed constructing a wall and operating as 'medics' following a session on Humpty Dumpty, for example. Staff know individual children well. They plan well to meet individual needs and this contributes to the good progress made by all. In particular, staff are working very successfully to improve the children's communication and language skills. As a result of targeted intervention, children receive the right sort of help so they make good progress in developing speaking and listening skills. The creative curriculum, with a strong focus on drama, makes learning enjoyable

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and also contributes well to the recent improvements in learning. Links with parents and carers are well established and all welfare requirements are secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are very happy with the school. A typical comment was: 'My child has made good progress and the new curriculum has had a huge impact on her enthusiasm to learn.' A small minority of parents are concerned about the way the school deals with poor behaviour and also that the school does not give them sufficient guidance on supporting their child's learning. A very few written concerns were also made about behaviour. Investigation by the inspection team shows that improved systems have successfully improved behaviour and that the school tries to involve parents in their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parsloes Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	68	27	31	1	1	0	0
The school keeps my child safe	50	57	35	40	1	1	0	0
The school informs me about my child's progress	43	49	42	48	2	2	0	0
My child is making enough progress at this school	40	46	45	52	1	1	0	0
The teaching is good at this school	39	45	46	53	0	0	0	0
The school helps me to support my child's learning	30	34	47	54	4	5	1	1
The school helps my child to have a healthy lifestyle	40	46	44	51	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	30	48	55	3	3	0	0
The school meets my child's particular needs	27	31	55	63	2	2	0	0
The school deals effectively with unacceptable behaviour	29	33	45	52	7	8	1	1
The school takes account of my suggestions and concerns	29	33	49	56	1	1	0	0
The school is led and managed effectively	34	39	52	60	1	1	0	0
Overall, I am happy with my child's experience at this school	46	53	39	43	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 November 2009

Dear Pupils

Inspection of Parsloes Primary School, Dagenham, RM9 5RH

We really enjoyed visiting your school and seeing you learning and playing together. Your school is an improving school which is giving you a good education. There are many good things about your school and these are a few of them.

- You are all making good progress in your work.
- You behave well and enjoy school.
- You get on well with your teachers and with each other.
- You have a good understanding of how to keep safe, fit and healthy.
- All the staff look after you and care for you well.
- The adults who manage and run your school are working hard to help you improve your skills even more.

There are a few things we have asked the school to do to make it better. They are:

- to make sure that planning of group work takes account of the progress you have made
- to ensure that those who are often absent are encouraged even more to attend
- to help the school governors support the school better by making sure there are always the correct number of governors appointed.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead inspector

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