

Parkside Primary Academy

Midland Road, Barnsley, South Yorkshire, S71 4QP

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils throughout the academy make good progress and achieve well from their different starting points.
- By the end of Year 6, pupils' achievement in reading is very strong.
- Children get a good start to their learning in the early years provision.
- Teaching is good across the academy, and sometimes it is outstanding. Staff know pupils very well; they set work that engages pupils in their learning and enables them to make good progress.
- Disadvantaged pupils supported through the pupil premium, disabled pupils and those who have special educational needs make good progress and achieve well.
- Pupils' behaviour and safety are good. They enjoy attending the academy and are keen to learn. They say that they feel safe and are well looked after in the academy.
- Academy leaders, including governors, have a clear and accurate view of how well the academy is performing and where it can do better. They have worked well together to improve the quality of teaching and pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is strong.
- Parents are very supportive of the academy.

It is not yet an outstanding school because

- Achievement in writing and mathematics is not as strong as in reading.
- Expectations of what pupils can achieve are not always high enough. Sometimes pupils, including the most able, are not given work that is hard enough to enable them to reach the highest levels and make the best possible progress.
- Teachers' marking does not always give pupils enough guidance about what they need to do to improve their work, and staff do not always check that pupils follow this advice when it is given.
- Pupils have too few opportunities to write at length in different subjects.
- There are too few opportunities for pupils to use and apply their mathematical knowledge and skills to investigate and solve practical problems in real-life situations.
- Middle leaders are not yet fully accountable for the quality of teaching and pupils' progress in their areas of responsibility.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons, or part lessons. Two lessons were observed jointly with senior leaders.
- Meetings were held with school leaders and with three governors and directors of the multi-academy trust, including the Chair and vice chair of the Governing Body. Inspectors met the school improvement partner, who is also a director of the multi-academy trust.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body and board of directors meetings were also considered.
- Inspectors took account of 10 responses to the online questionnaire (Parent View) and also spoke to parents informally. They also considered 20 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Full report

Information about this school

- The academy is smaller than the average-sized primary school.
- Pupils are taught in eight single-year-group classes from the Nursery to Year 6. Children attend the Nursery part time.
- A large majority of pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils is well above average. These are pupils supported by the pupil premium, which is funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above average.
- Parkside Primary Academy converted to become an academy on 1 December 2012. When its predecessor school, Royston Parkside Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The academy is part of the Pioneer Academies Co-operative Trust, a multi-academy trust of three local academies sharing a board of directors. The academy has a local governing body that reports to the board of directors.
- The academy is led and managed by a Principal and head of academy, who were the headteacher and deputy headteacher of the predecessor school. The Principal is a local leader of education.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching, in order to raise pupils' achievement, so that more pupils make better than expected progress and achieve higher standards, particularly in writing and mathematics, by ensuring that:
 - the work set is always hard enough so that pupils are consistently challenged to make the best possible progress and achieve the highest standards
 - pupils are always given clear advice about what they need to do to improve their work, and checks are made that pupils respond to this advice
 - pupils have more opportunities to write at length across different subjects
 - pupils have more opportunity to use and apply their mathematical knowledge and skills to solve practical problems in real-life situations.
- Improve leadership and management by making sure that middle leaders become more involved and are more accountable for making checks and improving the quality of teaching and learning in their areas.

Inspection judgements

The leadership and management are good

- The Principal and the head of academy provide purposeful and effective leadership, and are well supported by staff, governors and the board of directors of the multi-academy trust. Their actions are improving the quality of teaching and raising pupils' achievement.
- The academy's systems for checking how well pupils are doing are robust, and academy leaders at all levels make good use of information about pupils' achievement and progress. They have a very clear and accurate view of how well the academy is performing and where it could do better. Improvement planning correctly focuses on further improving teaching and raising pupils' achievement.
- Academy leaders closely monitor the quality of teaching, and effectively check and evaluate pupils' performance. Any underachievement is addressed by providing pupils with extra support if they need it. As a result, all groups of pupils in the academy are making good progress. This shows the academy's successful commitment to equal opportunities for all pupils.
- Information about the quality of teaching and pupils' progress is used effectively by academy leaders to check how well teachers are performing, and to identify where any further support or training is needed. This information is also considered when making recommendations about teachers' pay.
- The role of middle leaders is developing, and they are improving their knowledge and becoming more skilled. However, they do not yet have enough involvement or accountability for checking on and improving the quality of teaching and learning in their areas of responsibility.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enriched by a range of visits, trips, activities and clubs covering sport, drama, music and culture. Years 5 and 6 pupils spoke enthusiastically about a residential outdoor activities trip they had been on, as well as visits to a variety of museums.
- These, together with a strong emphasis on the academy trust's cooperative values, ensure that pupils' spiritual, moral, social and cultural development is strong. Pupils have a keen sense of right and wrong, and assemblies cover a range of issues including other cultures and religions, as well as fundamental British values. Pupils have produced a moving and impressive Remembrance display, for example. As a result, pupils are well prepared for life in modern Britain.
- The academy uses the pupil premium funding successfully to provide additional support for disadvantaged pupils in the classroom, to support the breakfast club and to improve relationships with parents through the parent support worker, for example. As a result, attendance has improved, disadvantaged pupils are making better progress and any gaps in achievement are closing.
- The academy is using the additional primary school sport funding successfully. Specialist coaches take lessons, run activities and train staff. Consequently, the range of sporting activities has broadened and more pupils participate in sports and competitions.
- Procedures for safeguarding pupils are fully in place and effective.
- Through the academy trust, there are close links with the improvement partner who visits regularly to monitor how well the academy is doing and where it can improve.
- **The governance of the school:**
 - Governors are very well informed about the quality of learning and pupils' achievement. They have a very good understanding of the use and analysis of data about pupils' achievement and progress, and how this is linked to the quality of teaching. They also have a very good knowledge of how the pupil premium funding is spent, and are clear about the impact it is having on the achievement of disadvantaged pupils.
 - Governors visit the academy regularly in a variety of roles. They are very supportive, but ensure that academy leaders are held to account by asking penetrating questions and by setting challenging targets as part of the Principal's appraisal. They ensure that pupils' achievement and progress are considered when making decisions about teachers' pay, and that the academy's finances are sound and well managed. They undertake regular training to improve their own skills and make sure that all policies, including those related to safeguarding, are reviewed and updated, meet requirements and are implemented effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and are keen to succeed. They are polite and considerate, and get on well with one another and with adults in the academy.
- Pupils take pride in their work and behave well in lessons so that learning typically proceeds smoothly and without interruption.
- Discussions with pupils and the academy's records show that poor behaviour, including racist or discriminatory incidents, is rare. A small number of pupils sometimes display challenging behaviour but the academy manages this consistently and well. Pupils with behavioural difficulties are supported in a caring and nurturing way, often involving the parent support worker. This leads to the improved behaviour of these pupils.
- Inspectors observed good behaviour in lessons, in assembly and around the academy. Pupils play enthusiastically together during break, and behave safely and responsibly in the hall at lunchtime.
- Pupils are proud of, and enjoy coming to, the academy. As a result, attendance has improved and is now above average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe in the academy and well cared for. They know how to keep themselves safe when on roads, when cycling and when using the internet, for example, and older pupils are aware of issues linked to child abuse.
- Pupils have a good knowledge of the different forms of bullying. They say that it is very rare in the academy, and are confident that it would be sorted out quickly if it occurred.
- All parents who responded to the Parent View survey think that their children are happy, feel safe and are well looked after in the academy. Informal conversations with parents support this. 'Our children are very happy here,' said one. Another commented, 'There are never any problems to sort out. The teachers organise everything very well.'

The quality of teaching

is good

- The quality of teaching is good across the academy and, sometimes, it is outstanding. This was confirmed by the work in pupils' books, and the academy's own records of pupils' progress and checks on the quality of teaching. This enables pupils in all classes to learn well.
- Staff know pupils very well, and there are good relationships all round. Staff typically have high expectations and set work that engages pupils in their learning. Pupils enjoy lessons and are keen to learn. They say that teachers make lessons interesting by using a variety of approaches and that lessons are 'really fun' and 'we learn a lot'. Pupils said that they especially enjoyed using computers in their learning.
- Questioning is used effectively to check pupils' knowledge and understanding, and to extend their learning. In English, for example, Year 6 pupils were investigating the features of persuasive writing. Pupils had different tasks and questioning was used very skilfully both to develop their understanding of a challenging text and to encourage them to improve their work. As a result, they had to think hard about what they were doing and made very good progress.
- Pupils' work is marked regularly. Staff use praise effectively, but they do not always provide clear enough guidance on what pupils need to do to improve their work, nor do they always check that pupils respond to this advice when it is given.
- Although teachers generally have high expectations of what pupils can achieve, sometimes they do not set work that is challenging enough to enable pupils to learn as well as they could, especially in writing and mathematics. Pupils, including the most able, are not always given work that is hard enough for them to reach the highest levels and make the best possible progress.
- Teachers and teaching assistants work well together to support pupils who find learning more difficult. This includes disadvantaged pupils and those who are disabled or have special educational needs. This helps these pupils to make good progress and achieve well.

The achievement of pupils is good

- Pupils make good progress in reading, writing and mathematics during their time in the academy. From starting points in the Nursery or Reception year which are generally below those typical for children's ages, they reach standards that are broadly average by the end of Year 6.
- In 2013, standards at the end of Key Stage 1 were below average in reading and mathematics, and around average in writing. Preliminary results for 2014 show that standards are improving. They are average in reading, above average in writing and below average in mathematics.
- Standards at the end of Key Stage 2 have also improved. In 2013 they were above average in reading, but below average in writing and mathematics. Preliminary results for 2014 show that they are above average in reading, average in mathematics and below average in writing. Almost all pupils made the progress expected of them, and the proportion that made more than expected progress was well above average in reading, and around average in writing and mathematics. This group of pupils achieved well from their low starting points at the end of Key Stage 1.
- Inspection evidence and the academy's most recent data show that all groups of pupils are making good progress and achieving well.
- Pupils make very good progress in reading and achieve well. This is because they are well taught and have opportunities to read regularly. They have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who achieve the expected standard in the Year 1 national phonics check is improving and has been average for the last two years.
- Pupils make good progress in mathematics. They have well-developed basic numeracy skills but they do not have enough opportunity to use and apply these skills to investigate and solve practical problems in real-life situations.
- Although pupils make steady progress in writing, there are too few opportunities for them to write at length in different subjects across the curriculum.
- The most able pupils make good progress and achieve well overall because they are increasingly being given more difficult work. However, inspection evidence and academy data show that sometimes they do not make progress as rapidly as they could and reach the highest standards. This is because they are not always given work that is challenging enough.
- Disadvantaged pupils eligible for support through the pupil premium achieve well. They receive effective support if they need it and make good progress. In 2014, the standards reached by Year 6 pupils known to be eligible for the pupil premium were equal to those of other pupils nationally in reading, about one term behind in mathematics and two-and-a-half terms behind in writing. In comparison with other pupils in the academy, it was around two terms behind in reading, one term behind in mathematics and half a term behind in writing. Academy data show that this gap is closing.
- Disabled pupils and those with special educational needs achieve well because their needs are accurately identified and they receive good support to help them to learn, from skilled teachers and teaching assistants. As a result, they make good progress and achieve at least as well as other pupils in the academy.

The early years provision is good

- Almost all children join the early years with skills and knowledge that are below those typical for their age, especially in communication and language, and in personal, social and emotional development. They make good progress, catch up rapidly, and are well prepared to enter Key Stage 1.
- The quality of teaching is good. Staff have high expectations and make sure that learning is purposeful and well focused, that children are fully involved in their learning and that the indoor and outdoor environments are used effectively. As a result, children develop key skills quickly.
- There are strong links with parents and local nursery schools. These ensure that children settle quickly in the early years, and that parents are very happy with the provision. 'Nursery and Reception are brilliant. I can see my child making really good progress,' said one parent.
- Staff work well to meet the needs of individuals and different groups of children. They check children's progress regularly and use this information to plan activities to further extend and challenge them.
- The academy works well with outside agencies. Vulnerable children, including those who are disabled, have special educational needs and those for whom the school receives additional funding, are very well supported and make good progress from their starting points.

- Children behave well, are well motivated and show good attitudes to learning. They listen carefully to adults and get on well with each other in a very safe and caring environment. During the inspection, children in the Nursery and Reception classes greatly enjoyed performing an impressive nativity play for their parents and families.
- The early years provision is well led. Staff are well trained and have a clear understanding of how well children are doing. They work effectively to improve the provision and children's achievement is rising as a result.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139084
Local authority	Barnsley
Inspection number	449228

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Marilyn Gittner
Principal	Jayne Everett
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01226 722416
Fax number	01226 726643
Email address	j.everett@barnsley.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

