

Calverley Parkside Primary School

Inspection dates 22–23 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is a welcoming place where all pupils' needs are met and the overwhelming majority of pupils flourish.
- Pupils are proud to be a part of the school which offers an imaginative curriculum with many opportunities for them to take part in art and information and communication technology (ICT) activities.
- The school is proud of its international links, and pupils are excited by the many opportunities they have to learn and write about their experiences of other cultures.
- The majority of children start school with skills that are typical of those expected for their age. Pupils make consistently good and many make outstanding progress in English and mathematics to achieve above average standards by the end of Year 6.
- Teaching is mostly good, with some that is outstanding. Teachers and other adults set high expectations for pupils and all lessons are calm and purposeful.
- Behaviour in the school is good with some outstanding aspects, both in lessons and around the school. Older pupils work hard to lend a hand to younger pupils when this is needed and the vast majority of pupils know how to keep themselves safe.
- The school is led and managed effectively by a committed and well respected headteacher and an able senior management team. Middle leaders have a clear oversight of English, mathematics and special educational needs and governors are highly efficient.
- All school leaders are acutely aware of the school's strengths and have worked well together to ensure that the school has improved considerably since its last inspection.

It is not yet outstanding because

- The systems for checking on and improving the quality of teaching are not yet precise enough to ensure that lessons are consistently outstanding in order to lead to pupils' outstanding achievement.
- New leaders are not getting support early enough to help them grow into their roles.

Information about this inspection

- Inspectors observed 17 lessons. They also visited parts of lessons across the school and listened to pupils read from Years 1, 2, 5 and 6.
- Inspectors met with a number of school staff including the headteacher, senior leaders, four governors, including the Chair of the Governing Body, and a representative from the local authority.
- Various documents were scrutinised as part of the the inspection. These included the school’s self-evaluation and development plans, various monitoring reports, performance management files, behaviour logs and records relating to safeguarding.
- Inspectors took account of the responses of 37 parents who completed the on-line survey (Parent View), and considered findings from questionnaires and surveys organised by the school.
- Inspectors analysed 22 questionnaires completed by staff and held meetings with three groups of pupils including those known to be eligible for the pupil premium.

Inspection team

Lenford White, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector
Jean O’Neil	Additional Inspector

Full report

Information about this school

- The school is an average sized primary school.
- The proportion of pupils from minority ethnic groups is below the national average and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is much lower than the national average. The proportion of pupils supported at school action and at school action plus or with a statement of special educational needs is below the national average.
- The school has achieved a number of awards, including: the Stephen Lawrence Award, Artsmark, Leeds Inclusion Chartermark, International School Award and the SingUp Silver Award.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, several members of staff have left and others have joined the school. There is a new Chair of the Governing Body and a new headteacher is due to take up post in January 2013.

What does the school need to do to improve further?

- Ensure consistently good teaching and increase the proportion which is outstanding throughout the school by:
 - providing as many opportunities as possible for pupils to think about and discuss comments and marking made by teachers
 - checking that all teachers plan in sufficient detail so that the work of all pupils, particularly the more able, is sufficiently challenging
 - ensuring that pupils are given enough time to work and find things out for themselves and to reflect on and check their work during lessons
 - ensuring that a consistent, focussed and helpful system for checking on teaching is used to improve the quality of teaching further.
- Ensure support is quickly provided for newly appointed managers, in order to help them grow confidently into their leadership roles.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are typical of those expected for their age. They make consistently good and sometimes outstanding progress to reach standards which are above those expected by the time they leave at the end of Year 6.
- The school's information on pupils' progress shows that all school-action pupils perform to a higher standard than the national average as do all pupils with special educational needs. The school is working hard to ensure that its small number of school-action plus pupils perform as well as they can in Key Stage 1 through well-planned additional support that helps them to develop their skills in English and mathematics.
- The school has an accurate and precise understanding of where extra support needs to be targeted; its recent focus on improving reading and writing in Key Stage 1 has led to a greater proportion of pupils gaining higher levels in these subjects.
- Achievement in Key Stage 2 is a strength with many pupils reaching the higher standard, Level 5, in English and mathematics.
- Reading is another strength, particularly at Key Stage 2 where all pupils did at least as well as their teachers expected. Pupils in Key Stage 1 who read to inspectors used their skills well to read unfamiliar words and those in Key Stage 2 said that they thoroughly enjoyed reading and read widely in school and at home.
- The school uses the pupil premium funding very effectively to provide one-to-one help and support in small groups; these pupils make consistently good and often outstanding progress.
- The proportion of pupils reaching the expected standard in phonics in the Year 1 assessments is higher than the national average.
- The school promotes equality of opportunity well and ensures that there are no significant differences between the performance of boys and girls in any year group.

The quality of teaching is good

- Most teaching is good, with some that is outstanding. The vast majority of teachers have good subject knowledge and are confident in sharing good teaching practices with their colleagues.
- In the best lessons questions are clearly focused and teachers provide opportunities and time for pupils to think for themselves and work in pairs, for example to solve problems.
- Children in the Nursery class regularly enjoy a variety of interesting and stimulating activities. Adults are knowledgeable about the needs of very young children and plan their play and learning so it is imaginative and challenging.
- Most pupils, especially those in Key Stage 2, know how well they are doing and can say what they need to do in order to develop their learning further. Pupils say that they find teachers' comments and marking helpful but not all benefit from the opportunities to read and think about what their teacher has to say.
- Teachers strive to make lessons as interesting as possible and encourage pupils to work together and listen to what others have to say. Pupils in one class were able to show how well they work together when they were asked to put the Big Bad Wolf on trial. They took delight in working in small groups to form a prosecution and defence and to bring forward fairy-tale character witnesses to support them in assessing the wolf's guilt or innocence.
- Many lessons are well planned with a variety of activities for pupils of different abilities. However, in a small minority there is not enough evidence in the planning of how teachers intend to meet individual pupil's needs and all activities are the same.
- Teaching assistants are deployed well in most classes. For example in an English lesson focusing on myths and legends one-to-one support was provided for a pupil with complex learning needs. Through an imaginative use of resources and skilled guidance she was able to enthusiastically follow the topic.

- The use of information and communication technology (ICT) is an outstanding feature. The school has invested significantly in equipment of a high technical specification. In an outstanding lesson, pupils showed their ability to work well together as they used their creativity and imaginations to compose mobile phone ring tones and produce short animations to a very high standard.
- In some lessons, opportunities are missed to harness the enthusiasm and interest of more-able pupils who have the ability and drive to work on their own, in pairs or in groups to find things out for themselves, explore and discuss their ideas.

The behaviour and safety of pupils are good

- Inspectors' scrutiny of the school's records overtime showed that behaviour is typically good. Very few incidents of poor behaviour are recorded and all school staff are vigilant in promoting and demonstrating good behaviour. Pupils are very proud of their school. They are adamant that name calling of any kind is very rare and that any incidents are taken seriously and dealt with promptly.
- Pupils' behaviour around the school and at play is impeccable. Typically pupils are considerate and polite and older pupils take great delight in looking after younger pupils to ensure that no one is left alone during playtime.
- Pupils are mature and are capable of taking on board significant responsibility. School council members recently played a central role in the recruitment and selection of the new headteacher. They carefully thought about the kind of questions that they wanted to ask candidates and interviewed each meticulously to make sure that they made the right recommendation for the job.
- Pupils say that they know how to stay safe, and can give examples of safe and unsafe situations. They are especially knowledgeable about ICT and are very aware of how to stay safe when using computers, mobile phones or hand held games. Pupils can give examples of visitors coming into school to talk about safety, during bonfire night, for example. However, not all are fully aware of the dangers of approaching strangers.
- The school has worked hard to make sure that pupils attend regularly and, currently, attendance is much higher than the national average. Pupils know the importance of regular attendance and parents are very supportive of the school in this area.
- In the Early Years Foundation Stage the welfare and safety of pupils is good. Pupils play well together and take turns in using outdoor equipment. All play is properly supervised and teachers are careful to identify any potential dangers during bad weather.
- Parents who responded to Parent View were very positive about the school. The overwhelming majority were of the opinion that the school makes sure that pupils are safe and deals effectively with bullying. 100% of parents said that they would recommend the school.

The leadership and management are good

- The headteacher has charted a very clear path for the school; she is well respected by all staff and works well with her senior leadership team. Together, they have effectively led the school on a course of continuous improvement since the last inspection.
- Middle managers are determined to drive the school forward and have worked hard to ensure that policies for literacy, numeracy and special educational needs are well focused and effective. However, not enough support has been available to help newly appointed managers fulfil their roles to the best of their ability.
- The school's self-evaluation is mostly accurate, identifying what the school does well and any areas for development. The school has invested significantly in training programmes to ensure that all teachers are aware of and plan with reference to new developments in teaching. Leaders have identified that there is significant expertise within the school, and teachers regularly share their ideas and practices across all key stages.

- The headteacher ensures that the school works effectively with its partner schools to share good practice, especially with regard to its work in ICT.
- The leadership and management of the curriculum is a strength. Every week the school has enrichment activities. These focus on a wide range of subjects including art, needle craft and co-operative play. During the inspection, pupils were creating art works on the theme of unity, to be shared with partner schools in Belgium and Romania as part of the European Comenius project. This is part of the school's strong work in promoting racial harmony and tolerance.
- Good leadership and management ensures that pupils' spiritual, moral, social and cultural development is strong. For example, Year 4 pupils regularly write to a school in Sri Lanka and recent visitors from South Africa provided many memorable experiences for pupils.
- The school's good systems to manage the performance of staff are firmly linked to improving progress and outcomes for pupils.
- Good management of the procedures to help keep pupils safe ensures all safeguarding meets the required government standards.
- There is a good relationship between the school and the local authority. They have worked together in a number of areas, including developing pupils' skills in working things out for themselves and learning to study on their own.
- Senior leaders ensure that all teaching is checked on regularly and comments are recorded. However, more than one system is used and areas for development are not always highlighted clearly enough to be helpful in improving teaching further.
- The governance of the school:
 - Governors are very skilled and motivated and are clear about the school strengths and what it needs to do to improve. They strive for continuous improvement and work well with the senior leadership team to ensure the school is effectively led and managed. They have responded well in making recent appointments to the school and have engaged in a carefully thought out recruitment and selection procedure resulting in the appointment of a new headteacher. Governors ensure that school finances are in order and that the pupil premium funding is used appropriately and that its impact is conscientiously monitored.

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	107626
Local authority	Leeds
Inspection number	400938

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	252
Appropriate authority	The governing body
Chair	Mr Steven Cotter
Headteacher	Mrs Alana Duncalf
Date of previous school inspection	25 November 2009
Telephone number	0113 2146103
Fax number	0113 2146104
Email address	Duncala01@leedslearning.net

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 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 2012

