

Park End Primary School

Overdale Road, Middlesbrough, Teesside, TS3 0AA

Inspection dates 30–31 January 2013

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.

- Teaching is consistently good, with some outstanding teaching in Year 2 and Year 6 and for pupils who need extra help with their reading in Year 1. Outstanding teaching provides many chances for pupils to find things out for themselves and so they learn quickly.
- From starting points which are typically well below those expected for their age, pupils now make good progress. Consequently, their attainment has risen at the end of Year 2 and Year 6.
- Pupils' behaviour is good; they feel extremely safe as a result of very friendly and respectful relationships between staff and pupils. Pupils are always polite and determined to do well in their work. This is shown in the excellent presentation of their work.
- The school provides well for pupils' spiritual, moral, social and cultural development.
- All teachers contribute skilfully to school improvement. They relish the responsibility and accountability they have for their own classes and for subjects across the school.
- The headteacher has a clear view of the school's strengths and weaknesses. She is well supported and challenged by the governing body and skilfully assisted by the deputy headteacher.
- Together, leaders have taken decisive action. As a result, the quality of teaching and pupils' achievement has improved. This is clearly an improving school.

It is not yet an outstanding school because

- Teachers do not always plan their work well enough to get the best out of some pupils, especially for the most able and sometimes teachers talk for too long and so the pace of learning slows.
- While there is a strong focus on number and calculation, pupils have too few opportunities to practise a broader range of mathematics skills and to write at length in a range of subjects.
- Teachers are set targets to improve their performance. These have helped to improve pupils' progress, but they are not yet demanding enough to boost progress still further.
- When teachers mark work, they do not always make clear to pupils how to make their work better next time or set targets to help them know how to move to the next level.

Information about this inspection

- The inspectors held meetings with staff, groups of pupils, the Chair of the Governing Body and with a representative from the local authority.
- The inspectors looked at a range of evidence including: the school’s improvement plan; the school’s data relating to pupils’ progress; monitoring reports; the work pupils were doing in their books; and the school’s documentation relating to safeguarding.
- The inspectors observed teaching and learning in 22 lessons taught by 17 teachers and listened to a group of pupils read. In addition, the inspection team made a number of short visits to lessons.
- The headteacher and deputy headteacher conducted three joint observations of lessons with the inspectors. The inspectors also observed senior leaders reporting back to teachers on their findings regarding the quality of learning and pupils’ achievement in lessons.
- The inspectors took into account the 10 responses to the on-line questionnaire (Parent View).
- Thirty four staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector	Additional Inspector
Lesley Richardson	Additional Inspector
Sue Smith	Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is well-above average.
- The proportion of pupils supported at school action is above average.
- The proportions of pupils supported at school action plus or with a statement of special educational needs are well below average.
- There are a breakfast club and many lunchtime and after-school clubs which are managed by the headteacher and run voluntarily by staff.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, to further raise pupils' progress and attainment by:
 - sharing the outstanding practice in teaching that is in the school already
 - using the school's information about how well pupils are learning to always set work which is hard enough for all pupils, especially the most able
 - ensuring there is always the right balance between the time pupils spend listening to their teachers and the time they spend working
 - ensuring all teachers mark work and set individual targets for pupils in a way that helps pupils to do better next time
 - offering pupils even more opportunities to write at length and practise a broader range of mathematics skills, for example in solving problems related to everyday life, in a variety of subjects across the curriculum
 - setting more demanding performance targets for teachers linked to pupils' progress.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are well below those typically expected for their age. Children do well in the Early Years Foundation Stage so that they start Year 1 with skills which have improved but which are below average for their age.
- In recent years, pupils have made faster progress in Year 6 to make up for some weaker progress in earlier years. Improvements in the quality of teaching, across the school, ensure that progress is now faster than in previous years and is consistently good in all year groups. As a result, attainment is rising. By the end of Year 6, although below average, attainment for all groups of pupils is increasing. Attainment has also risen by the end of Year 2. However, by the end of Year 2 and Year 6, not enough of the most-able pupils are reaching the standards that they should. This is because they are not always given work that 'stretches' them.
- Pupils supported at school action plus or with a statement of special educational needs attain higher standards than similar pupils across the country. They make good progress from their starting points as a result of work that is well suited to their abilities and the good support they receive from teaching assistants.
- Attainment for pupils who are known to be eligible for the pupil premium has improved and is now in line with similar pupils across the country in reading, writing and mathematics. However, at the end of Year 6 they attain standards which are below all pupils across the country and other pupils in school. Improvements in their attainment in Key Stage 1 have not yet had time to help them close the gap fully by the end of Year 6.
- Inspection evidence shows that progress in reading is good. This is a result of good teaching of how to link letters with the sounds they make (phonics) to help pupils read words they are not used to, and a drive to help pupils enjoy books and read more in school and at home. There is excellent teaching of reading for those pupils who need extra help in Year 1.

The quality of teaching is good

- In the very best lessons, teachers make sure that work is set at the right level for pupils of all abilities, ask questions which encourage pupils to explain their ideas and use their answers to reshape work during lessons. Lessons are interesting, involve pupils in finding out things for themselves and so pupils learn quickly. All of these excellent approaches were seen in outstanding teaching of mathematics in Year 2.
- In a Year 6 science lesson, outstanding teaching created mystery and excitement and encouraged pupils to plan and investigate together so they could make a lava lamp. Pupils were excited by the activity and made excellent progress in researching and experimenting as well as speaking and listening and writing instructions.
- There is good teaching of phonics and a strong focus in helping pupils to become confident in the basic skills of writing and calculation. However, teachers do not ensure pupils have enough opportunities to write at length or practise a broad range of mathematical skills in a variety of subjects across the curriculum.
- Teachers are very skilful at explaining what pupils are to learn and leading them through ways to do tasks.
- In some lessons, pupils occasionally spend too much time listening to their teachers and are not given the chance to practise the skills they have learnt quickly enough. At times, work is not well matched to the pupils' learning needs, especially for the most-able pupils, and so learning slows.
- In some classes, pupils' work is regularly marked and helpfully tells them how successful they have been in their work and how to improve it; teachers give pupils time to act upon any advice they give. For example, pupils in Years 5 and 6 know the level of their work and have targets which will help them take the next steps in their learning and reach the next level. However, this is not consistent practice across school.

The behaviour and safety of pupils are good

- Pupils are happy in school and this is shown by their improving attendance, which is currently average. They enjoy their lessons when they are excited by their learning. Occasionally there is some restlessness when their work is less stimulating or they have to listen to their teachers for too long. They respect one another, work and play well together and are very polite to adults.
- Pupils say that behaviour is good in their lessons and any minor misbehaviour is quickly dealt with by their teachers. Indeed, much excellent behaviour was evident in lessons during the inspection and around the school.
- Inspectors' analysis of the school's records of behaviour show behaviour is consistently good. This is as a result of the school's clear procedures to encourage pupils to behave well. Pupils say that the few pupils who find it hard to behave well are helped by clear rules. As a result, there have been no exclusions in recent years.
- Pupils feel very safe and are aware of different forms of bullying. They say that any form of bullying, including cyber-bullying, is rare and when it does happen, they are confident that it will be quickly dealt with. They know that pupils in their friendship groups, as well as the teachers and other adults in school, will help with any problems should they occur.
- Pupils say that the school council listens to pupils' concerns and ideas. It has agreed improvements to play equipment and to school meals and helps to manage the playground 'buddies' who help pupils play safely and enjoyably together.

The leadership and management are good

- The headteacher has had a strong impact on improving the school. She has developed the leadership skills of the deputy headteacher and subject and phase leaders so that all staff have the skills, and are clearly determined, to improve the school further.
- All leaders make clear and rigorous judgements on the quality of teaching and this has helped teachers come to a detailed and effective understanding of how their teaching can be improved. This advice is carefully linked to training programmes which help teachers to improve their skills. As a result, attainment and pupils' progress have improved, including for those pupils who are eligible for the pupil premium. This shows the school's commitment to promoting equal opportunities and tackling discrimination.
- All leaders have well developed skills in planning improvements and checking that they are successful. The school's view about its own performance is, therefore, accurate and offers clear and appropriate areas for development. Leaders seek guidance and ideas which help to improve their school from a range of consultants and advisers.
- Performance management of staff is clearly focussed on raising pupils' attainment and improving the quality of teaching. Staff are clear that they will only be rewarded when their pupils have done as well as they should have done. However teachers' targets, linked to pupils' performance, are not sufficiently demanding to ensure pupils make faster progress.
- The curriculum increasingly helps pupils see the links which can be made in learning in different subjects. There are numerous chances for pupils to develop their spiritual and cultural awareness and many opportunities for pupils to appreciate and practise their skills in sport, art and literature.
- The local authority has provided successful advice on how to improve the teaching of mathematics and English and promote developments in the Early Years Foundation Stage. Such advice has helped to improve the quality of teaching and pupils' progress.
- **The governance of the school:**
 - The governing body has clear procedures to hold the school to account. They carry out routine assessments of the overall provision, including how the pupil premium funding is helping these pupils to achieve better. This gives them a very clear view of the school's strengths and weaknesses. They ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from

harm. The governing body has distinct procedures to check on pupils' achievement and on the budget. With the headteacher, they have taken decisive action to improve the quality of teaching and establish a team of good and outstanding teachers, whose performance is clearly assessed and whose training needs are effectively met.

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	111632
Local authority	Middlesbrough
Inspection number	405347

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	470
Appropriate authority	The governing body
Chair	Paul Clarke
Headteacher	Mary Hall
Date of previous school inspection	10 May 2011
Telephone number	01642 314309
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