

# Parkinson Lane Community Primary School

Inspection report

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<b>Unique Reference Number</b>	107487
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	385472
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Yvonne Mills-Clare

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	512
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tariq Rafiq
<b>Headteacher</b>	Mr Gugsy Ahmed
<b>Date of previous school inspection</b>	18 October 2006
<b>School address</b>	Parkinson Lane Halifax HX1 3XL
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons and observed 18 teachers. Meetings were held with members of the governing body, staff, parents, carers and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, the current school development plan and updates of progress towards meeting priorities. They also considered questionnaires returned by 221 parents and carers along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils attain and make progress as they move up through the school.
- How effectively the school's provision is increasing the numbers of pupils attaining the higher levels.
- How effectively the school has monitored changes in teaching personnel to ensure consistency in the quality of teaching and learning.
- How recent changes in leadership are impacting on driving the school forward.

## Information about the school

This is a very large primary school. Almost all the pupils are drawn from minority-ethnic backgrounds, mainly Pakistani, and almost all speak English as an additional language. The proportion of pupils known to be eligible for free school meals is slightly above average. The proportion with special educational needs and/or disabilities is slightly above average. The school has numerous awards including Investors in Pupils, Artsmark, International School and Healthy School status.

A significant number of teachers have been promoted to management posts in other schools and new teachers recently appointed. The resulting vacancies on the senior leadership team have been filled from within the school's existing staff.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Parkinson Lane is an outstanding school providing excellent value for money. A vibrant, friendly and welcoming learning environment, dedicated staff and the plethora of enrichment opportunities available to its pupils epitomise the school's aim and motto, 'To stand out from the outstanding.'

Outstanding leadership and management are key factors behind the school's success. The headteacher is a dynamic and innovative leader who has formed a strong partnership with the deputy headteacher and middle leaders to build a dedicated team who are committed to the all-round development of their pupils. All leaders make a very valuable contribution to the school's effectiveness. Governance is excellent. Members of the governing body take their responsibilities very seriously, offering high quality support and challenge. The school's self-evaluation is rigorous and accurate. This has enabled appropriate priorities for improvement to be identified and issues to be tackled successfully, thus demonstrating the school's excellent capacity to improve.

Pupils make outstanding progress from their generally exceptionally low starting points. On entry to Nursery, almost all children have little or no knowledge of English. Through well planned indoor activities in the Early Years Foundation Stage, children develop well, gain confidence and make rapid progress in the acquisition of language skills. Activities outdoors, although enjoyable, are not always as well planned and are not as consistently effective in developing all areas of children's learning. In Key Stage 1, most activities centre on providing pupils with opportunities to apply their newly-acquired skills, although these opportunities are not always capitalized on across all lessons. The school recognises the effectiveness of this strategy in developing and building on the skills pupils have and continues to develop these opportunities. By Year 6, pupils' attainment is above average, due to excellent teaching and an exciting, stimulating, high quality curriculum, within which the development of basic and key skills are given high priority. Pupils learn enthusiastically and respond very well to their teachers' high expectations of learning and classroom behaviour. Assessment is used effectively to ensure that activities match pupils' needs and abilities. Teaching assistants make a valuable contribution to learning and care. As a result all groups of pupils are supported and challenged exceptionally well.

Excellent care, guidance and support and a very positive school atmosphere, lead to pupils' outstanding personal development and well-being. Pupils follow the strong spiritual and moral lead given by adults in school and feel safe and secure in school, which gives them the confidence to try their best and 'play hard, work harder'.

The headteacher has positioned the school at the heart of its community by forging very strong partnerships with many outside organisations that have a direct impact on achievement and pupils' well-being. As a result pupils, parents, carers and the local community hold the school in high esteem. Parents and carers appreciate the teaching and care their children receive and comment on the, 'hardworking staff that follow the example set by the headteacher'.

### **What does the school need to do to improve further?**

- Raise standards of attainment in Key Stage 1 by continuing to provide a sharp focus on lessons that provide opportunities for pupils to apply the skills they have learned and develop them further.
- Improve outcomes for children in the Early Years Foundation Stage by extending the effective practice observed in indoor provision to the outdoors.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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Pupils' attitudes and behaviour are exemplary and their enjoyment in their learning is tangible, their high attendance paying testament to this. They are keen to learn and eager to participate in all aspects of their learning. For example, a Year 6 class engaged in high level discussion about a video clip they had watched of a Pakistani immigrant. They were able to identify key features of autobiographies in readiness for composing their own. Pupils in Year 1 were engrossed in the scientific enquiry of magnetic materials and enjoyed finding out which were magnetic. Achievement is outstanding. From their generally exceptionally low starting points on entry to nursery, pupils leave the school at the end of Year 6 with above average levels of attainment. Current levels of attainment indicate this is a continuing trend, with increasing numbers of pupils attaining the higher levels in both English and mathematics by the end of Year 6. The school provides a rich and stimulating curriculum underpinned by an emphasis on developing basic skills. All groups of pupils achieve extremely well, including those with special educational needs and/or disabilities, and those known to be eligible for free school meals. Individual programmes of study enable pupils with special educational needs and/or disabilities and those whose circumstances may make them vulnerable, to make excellent progress in their learning. A careful check is made on the impact of interventions and participation in extra-curricular activities to assess the impact these programmes are having on raising levels of attainment.

Pupils take plenty of exercise, including taking part in a wide range of sports clubs. They make an outstanding contribution to the school through responsibilities they are given such as by becoming buddies and prefects, and through their interschool parliament. Pupils play an important role in the local community through their arts

and drama and the recently arranged 'Gaza' week in response to local issues. They are active in raising money for charity and in helping those in need. Pupils are extremely well prepared for the move to secondary school, not only through their very good basic skills and regular attendance, but also through their excellent personal qualities and work ethic which prepare them exceptionally well for future success. Excellent cultural development is secured through the curriculum and links with pupils in different circumstances, residential trips and trips abroad.

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

## How effective is the provision?

Teachers make lessons enjoyable and inspire pupils to high levels of concentration and engagement. Teachers focus on what they want pupils to learn and involve them in assessing how successful they have been. Expectations of what pupils can do and achieve are high. Focused marking shows pupils how to improve. Skilful questioning is used to challenge pupils' thinking and to check their understanding. Pupils understand their challenging individual targets for improvement and work hard to reach them.

The outstanding curriculum offers much more than is typical. A wide range of first-hand experiences are provided to widen pupils' horizons. The curriculum supports high-quality teaching very effectively to secure pupils' interest and enjoyment in learning. It has been crafted to provide relevant links to pupils' traditions and heritage, for example, through 'Heroes' week. It underpins pupils' outstanding progress in their skills, knowledge and personal development. Very wide ranging enrichment activities include visits, visitors, extra classes, and a variety of sporting, creative and cultural activities which add depth and vibrancy to pupils' learning.

Systems to support and guide pupils, especially those whose circumstances may make them vulnerable and those with special educational needs and/or disabilities, are exceptional. The attainment of all pupils is checked carefully and any additional assistance is quickly provided as required to ensure that fast progress is maintained. Assessment information is used effectively by teachers to help plan work which

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

closely meets pupils' needs. Rigorous procedures to monitor the school and its work make it a safe and accessible place for all. Systems to safeguard children's welfare are excellent, and well supported by close links with parents. Pupils' personal, health and emotional development is promoted very successfully in lessons and through excellent involvement of outside groups, such as community groups, and other professional agencies. Above all, the respect that all staff and pupils have for each other makes this an exceptionally caring school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's inspirational leadership with high expectations of himself and his staff and his close attention to detail is a crucial factor in the school's success. A knowledgeable, committed group of senior and middle leaders provides very strong support and enables staff to develop their skills in monitoring, evaluating and improving teaching and the curriculum.

Leaders and managers monitor closely the effectiveness of the school's work. The honest and reflective perspective all leaders adopt ensures that school self-evaluation is accurate. Staff morale is high; typical comments reflecting the view of many are, 'We have a fantastic team here', 'an honour and a privilege to work here' and 'school has a permanent WOW factor'. School development planning is detailed and of very high quality. The governing body is very effective and involved fully in monitoring. They have an extremely good understanding of the school's performance. This is systematically reviewed and findings are used very well to guide planning for improvement and to set challenging targets.

There are excellent links with parents and carers. The school responds swiftly to their views by, for example, providing courses, workshops and 'governor surgeries'. The school has a wide range of extremely effective partnerships with high schools and other schools both at home and abroad. The school takes an active and often leading role with other local schools, all of which makes an important contribution to pupils' personal and academic success. The way in which the school meets the needs of all groups of pupils is an example of the excellent way it promotes equality of opportunity. The school is relentless in promoting self-belief among its pupils. Excellent cultural development ensures they know the valuable role they have to play in today's society.

Exemplary safeguarding arrangements ensure all staff are fully trained and that meticulous records are kept of any concerns, which are rigorously followed-up. Community cohesion is outstanding and forms an important part of the school's work, permeating every aspect of the school. It operates effectively on all levels and the school itself is a calm, harmonious community.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

Attainment on entry to Nursery shows a declining trend over several years. Nonetheless, children make a good start to their education. This is because the Early Years Foundation Stage is well led and managed and there is good teamwork. Through regular and informal observations staff know and provide for their children well. Together with good quality teaching, this means that children learn at a good rate. They enjoy an effective balance of self-initiated and teacher-led indoor activities which encourage their independence and enjoyment in learning and promote rapid progress in their acquisition of English. Outdoor activities, however, are not always as well planned for and are not as consistently effective in developing all areas of children’s learning. Staff provide a curriculum tailored closely to children’s needs, within a safe, secure and very attractive environment. Although children achieve well, their attainment at the end of the Reception Year is low in terms of the expectations for their age. Parents and carers appreciate the close links they have with the school and enjoy accessing the attractive and detailed 'learning journeys', recording their child’s achievements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

There was an above average response to the questionnaires from parents and carers. The responses were overwhelmingly positive, reflecting the inspection findings of outstanding outcomes and provision. A very small number of parents and carers disagreed with one or other of the questionnaire statements, but there was no one area where a significant number disagreed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkinson Lane Community 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 221 completed questionnaires by the end of the on-site inspection. In total, there are 512 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	183	83	34	15	3	1	1	0
The school keeps my child safe	184	83	36	16	0	0	1	0
The school informs me about my child's progress	169	76	49	22	1	0	2	1
My child is making enough progress at this school	152	69	61	28	6	3	1	0
The teaching is good at this school	175	79	42	19	2	1	1	0
The school helps me to support my child's learning	162	73	54	24	3	1	2	1
The school helps my child to have a healthy lifestyle	153	69	64	29	3	1	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)	156	71	57	26	3	1	1	0
The school meets my child's particular needs	148	67	65	29	4	2	1	0
The school deals effectively with unacceptable behaviour	165	75	54	24	1	0	0	0
The school takes account of my suggestions and concerns	142	64	70	32	4	2	3	1
The school is led and managed effectively	172	78	42	19	3	1	2	1
Overall, I am happy with my child's experience at this school	175	79	40	18	4	2	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 October 2011

Dear Pupils

**Inspection of Parkinson Lane Community Primary School, Halifax, HX1 3XL**

Thank you for making us so welcome when we visited your school, and for sharing your views with us, as well as filling in the questionnaires. You told us how proud you are of your school and how much you enjoy learning. We agree with you that the school provides you with an outstanding education and has many strengths. Your school takes excellent care of you and as a result you feel very safe and enjoy going to school. You have an excellent understanding of how to keep safe and stay healthy.

Your behaviour is outstanding and you do much to support one another. You enjoy learning, find lessons fun and make extremely good progress in your learning because the teaching in school is outstanding. There are lots of clubs, visits and visitors for you to enjoy. You particularly enjoy your residential trips and the visits you make abroad.

Yours is an outstanding school, but we know that your headteacher and all other adults in your school want it to be even better, so we have asked them to plan and provide more activities outside the classroom for the youngest children in your school. In Years 1 and 2 we know your teachers try to plan lessons where you get to use what you have been learning to solve puzzles or problems. You enjoy those lessons and so we are asking your teachers to make sure this happens with equal success in every class.

You all can help by continuing to do your best and taking a full part in lessons.

I wish you every success for the future.

Yours sincerely

Yvonne Mills-Clare  
Lead inspector

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