

# Inspection of Calverley Parkside Primary School

Victoria Street, Calverley, Pudsey, West Yorkshire LS28 5PQ

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Inspection dates: 13 and 14 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Calverley Parkside Primary School is a school transformed.

Pupils enjoy coming to school. Leaders have high expectations for pupils' learning. They have designed curriculums that are ambitious. For example, in geography, pupils learn about the formation of different types of volcano, with a focus on using accurate vocabulary. Through the combination of skilled teaching and hard work, pupils, including those with additional needs, achieve highly.

Relationships between pupils are very positive. Pupils behave well in, and outside lessons. Year 6 pupils take their role as 'lunchtime buddies' to younger pupils very seriously. Pupils across school talk about 'see something, say something', symbolising everyone's responsibility to report any bullying they witness. Bullying is very rare but, when it does occur, it is resolved very effectively.

Pupils are supported to develop as rounded individuals. They are polite and courteous. They speak with calm confidence. Pupils celebrate differences between themselves and others. As one pupil noted: 'We don't accept those who are different to us in our school community, we welcome them into it.'

Leaders have rebuilt the trust of the community after some difficult times. Parents and carers value the fact that they can talk to leaders at the start or end of the school day about any concerns they may have. Parents are unanimous in saying they would recommend the school to others.

## **What does the school do well and what does it need to do better?**

In a short period of time, despite the challenges of COVID-19, leaders have developed new curriculum plans, in all subjects, that clearly identify what pupils will learn, and when. Leaders have thought carefully about how what children learn in Nursery and Reception will be built on in Year 1 and beyond.

Teachers use a range of approaches to check pupils' understanding before moving on to new learning. Occasionally, teachers assume that because a few pupils in the class answer questions correctly, all pupils in the class are ready to move on with new learning when some are not. This makes it harder for those pupils to understand the new content.

The special educational needs and disabilities coordinator (SENDCo) ensures that teachers and teaching assistants receive the information they need to support pupils with additional needs effectively.

In subjects where teachers' subject knowledge was less secure, leaders ensured that staff received subject-specific professional development. Teachers now have consistently strong subject knowledge. In lessons, teachers explain new concepts clearly. They select resources to help pupils learn effectively. Pupils can talk about

what they have learned using subject-specific vocabulary they have been taught. For example, pupils accurately used the term 'population density' when discussing the geography of the United States of America.

Leaders prioritise the teaching of reading. Teachers read daily to their classes from a range of carefully chosen books. Pupils are challenged to read a wide range of texts during their time at school. 'Pupil librarians' take great pride in their role and enjoy reading to younger children and recommending books.

School leaders have introduced a new phonics programme. All staff have been trained to teach this effectively. Pupils who need additional support with learning to read are quickly identified and receive highly effective interventions from well-trained staff. As a result, pupils are learning to read with fluency and accuracy.

Leaders are highly ambitious for all within the school community, including staff. All leaders in school are part of a leadership development programme. Their expertise benefits not only pupils at Calverley Parkside but, through working with other schools in the Owlcotes multi-academy trust, pupils in other schools.

Attendance is monitored carefully. Leaders work closely with families of pupils who have poor attendance to address any barriers that may exist. Where necessary, leaders take more formal steps to improve attendance. In many cases, these approaches have been successful but, despite these efforts, some pupils are still missing school too often.

Pupils are able to join a wide range of extra-curricular clubs and events. Leaders want all pupils to be able to take advantage of the opportunities on offer. Where potential barriers to participation in extra-curricular clubs and societies exist, teachers and leaders work proactively to remove them. Pupils enjoy taking on additional responsibilities in school, including an active school council, playground buddies and contributing their thoughts in the development of school policies, including the anti-bullying policy.

Governors have appropriate systems, including focused visits to the school, to help them understand the school well. This secure knowledge is used to challenge and support leaders in school effectively. Governors and trustees are clear about their roles and there are clear systems for the sharing of necessary information.

Staff feel they have been well supported through the significant changes in school. They feel that changes have been made together. Leaders listen carefully to ideas staff have. They ensure that staff time is always directed to activities that will benefit pupils. Staff in school are exceptionally proud to work at Calverley Parkside.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff working in school know, and understand, their responsibilities with regard to safeguarding. Through well-planned and frequent training, staff know the signs that a pupil may be at risk and know how to report their concerns.

Where potential concerns are raised, the designated safeguarding lead (DSL) and the wider safeguarding team take swift action to keep pupils safe. Where necessary, they work effectively with outside agencies to provide the help that some pupils and families need.

Pupils are taught about the risks they may face growing up. They learn how to stay safe in their local community and online. If pupils feel unsafe, they know who to report it to in school, and are confident that school will support them effectively.

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

### **(Information for the school and appropriate authority)**

- In some lessons, teachers do not always accurately identify the gaps in pupils' pre-existing knowledge. As a result, teaching does not always build on what pupils securely know, making new learning harder. Leaders should ensure that teachers consistently and effectively identify gaps in pupils' knowledge so that new learning can build on it.
- Some pupils do not attend school regularly and do not have valid reasons for their absence. These pupils cannot take full advantage of the good quality of education that the school offers. Leaders should redouble their efforts to work with these pupils and their families to ensure that pupils attend school regularly.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146540
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10255564
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Judith Norfolk
<b>Headteacher</b>	Alan Steele
<b>Website</b>	<a href="http://www.calverleyparkside.leeds.sch.uk">www.calverleyparkside.leeds.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Owlcotes multi-academy trust.
- The proportion of pupils eligible for free school meals is well below the national average.
- The proportion of pupils with education, health and care plans is below the national average.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the SENDCo, leaders in charge of the personal, social and health education curriculum, leaders in charge of staff development, the DSL, a group of governors and trustees, and the chief executive of the trust.

- Inspectors met the early years leader, visited Reception and Nursery classes and spoke with children.
- Inspectors took account of a wide range of documentary information, including school policies and self-evaluation, records of behaviour and attendance, records of governor visits to school, minutes from local governing board meetings and information regarding safeguarding processes.
- Inspectors carried out deep dives into reading, mathematics, geography and design technology. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading.
- Inspectors visited the breakfast club, and observed pupils at break, lunchtime and when moving around school.
- Inspectors spoke to teachers, teaching assistants and other staff over the course of the inspection and considered responses to the staff survey.
- Inspectors spoke to parents at the start of the school day and reviewed the responses to Ofsted Parent View, Ofsted's online survey.
- Inspectors met formally with groups of pupils, and spoke to others informally throughout the inspection.

### **Inspection team**

Steve Wren, lead inspector

His Majesty's Inspector

David Mills

His Majesty's Inspector

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