

Inspection Data Summary Report

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Parkside Primary Academy

Release date: 4 November 2025 [IDSR news page](#)
(<https://www.gov.uk/guidance/idsr-news-and-updates>) [IDSR guidance](#)
(<https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>)

School details

The trust

School details

URN: 139084 **LAESTAB:** 3702124

Local authority: Barnsley

Phase of education: Primary **Type of education:** Academy
Converter

[Ofsted: explore an area](#)

[Get information about this school \(GIAS\)](#)

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Context of the school

School characteristics

[Ethnicity](#)

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School characteristics

Data source: the DfE's January school census for 2025, 2024 and 2023

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School local area (MSOA) = Barnsley 001

	2023	2024	2025
School number on roll	Close to average 248	Close to average 250	Close to average 240
School % FSM6	Close to average 28.57	Close to average 24.06	Close to average 27.88
Local area % FSM6	Close to average 25.13	Close to average 20.51	Close to average 21.85
School % SEN support	Close to average 15.32	Close to average 16.80	Above average 19.58
Local area % SEN support	Close to average 12.91	Below average 10.90	Close to average 14.01
School % EHC plan	Close to average 3.63	Above average 4.80	Above average 6.25
Local area % EHC plan	Close to average 2.94	Close to average 3.92	Close to average 3.50
School % EAL	Below average 2.40	Below average 2.80	Below average 5.00
Local area % EAL	Below average 2.60	Well below average 2.40	Well below average 2.50
School % CIN	Close to average 5.24	Above average 5.60	Close to average 4.17
Local area % CIN	Above average 6.05	Close to average 4.94	Above average 5.08

	2023	2024	2025
School % stability	Close to average 83.15	Close to average 82.32	Close to average 85.96
School pupil base deprivation	Above average	Above average	Above average
Local area pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Above average	Above average	Above average

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Staffing

Data source: the DfE's November 2024, 2023, 2022 and 2021 school workforce census data

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- The proportion of education support staff relative to teaching staff was in the highest 20% in 2024.
- *There is nothing to highlight for teachers with at least one period of sickness absence.*
- *There is nothing to highlight for days lost to teacher absence (3 days) in 2023/24.*
- At the time of the November 2024 census, there were no full-time vacant teacher posts in the school.
- Staff turnover was in the highest 20% in: 2022.

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Attendance and behaviour

Attendance and persistent absence

Data source: the DfE's 2024/25 (1 term), 2023/24 (3 term), 2022/23 (3 term) and 2018/19 (3 term) academic year data

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Attendance

The trend analysis for the Attendance measure is different to the trend analysis elsewhere in the IDSR. For Attendance, our trend analysis compares the school trend with the national trend and determines whether it is in line with it or whether the school trend is showing either relative improvement or relative decline.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	185	95.2%	94.9%	Close to average	In line
2023/24	188	94.8%	94.5%	Close to average	Relative decline
2022/23	183	94.6%	94.1%	Close to average	Relative improvement

2018/19	174	95.2%	96.0%	Below	Not available
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▶ [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	49	94.6%	92.6%	Above	Relative improvement
2023/24	50	92.0%	92.0%	Close to average	Relative decline
2022/23	53	92.1%	91.6%	Close to average	Relative improvement

2018/19	71	94.7%	94.4%	Close to average	Not available
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▶ [Chart](#)

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	53	94.8%	92.5%	Above	Relative improvement
2023/24	45	94.0%	92.1%	Above	Relative improvement
2022/23	39	92.9%	91.9%	Close to average	Relative improvement

2018/19	26	95.1%	94.4%	Close to average	Not available
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◀ [Chart](#) ▶

Suspensions and permanent exclusions - whole school

Data source: the DfE's 2023/24, 2022/23 and 2021/22 academic year data

▶ [Guidance](#)

▶ [Key to charts](#)

1+ suspensions

2+ suspensions

Suspension reasons

Permanent exclusion reasons

1+ suspensions

All pupils - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend
2023/24	250	0.40%	0.99%	Close to average (non-sig)	No sig change
2022/23	248	0.00%	0.82%	Below (non-sig)	No sig change
2021/22	266	0.00%	0.68%	Below (non-sig)	Not available

◀ [Chart](#) ▶

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend
2023/24	51	1.96%	2.33%	Close to average (non-sig)	No sig change
2022/23	60	0.00%	1.94%	Below (non-sig)	No sig change
2021/22	59	0.00%	1.63%	Below (non-sig)	Not available

▶ [Chart](#)

SEN - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend
2023/24	54	1.85%	4.44%	Close to average (non-sig)	No sig change
2022/23	47	0.00%	3.85%	Below (non-sig)	No sig change
2021/22	39	0.00%	3.28%	Below (non-sig)	Not available

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Links to alternative provision and other providers

Data source: the DfE's summer term 2025 alternative provision placements data

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There is no data in this section for this school or it was incomplete.

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Achievement in phonics and at key stage 2

Summary of attainment measures

Data source: the DfE's provisional 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

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All pupils

Disadvantaged

Low prior attainers

Middle prior attainers

High prior attainers

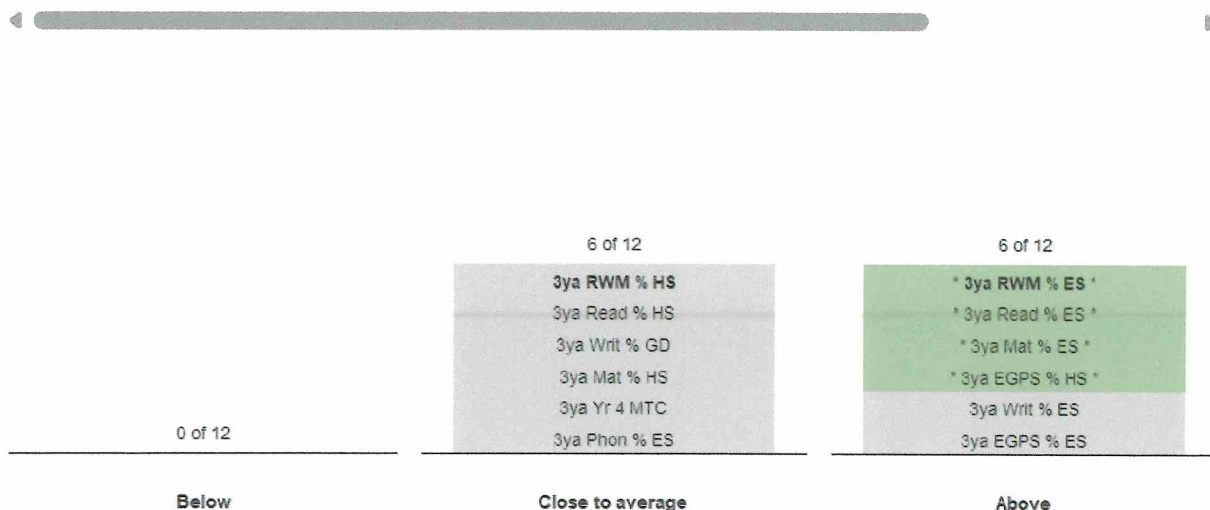
All pupils

Multi-year average

The chart below summarises school performance compared to national across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	PI
2025, 2024, 2023	92	-	
2024, 2023, 2022	-	88	

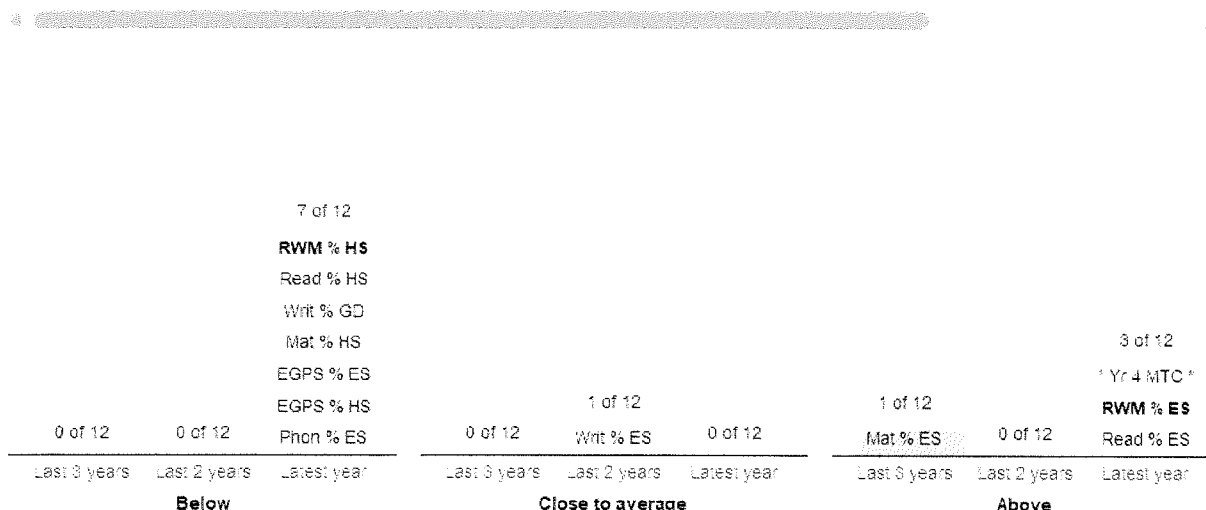


Individual years

The chart below summarises school performance compared to national across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Cohort
	Cohort	Context	Cohort	Context	
2025	29	High - SEN	-	-	30
2024	30	-	29	-	32
2023	33	-	28	High - SEN	30
2022	-	-	31	-	-



Summary of progress measures

Data source: the DfE's final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

All pupils

Disadvantaged

Low prior attainers

Middle prior attainers

High prior attainers

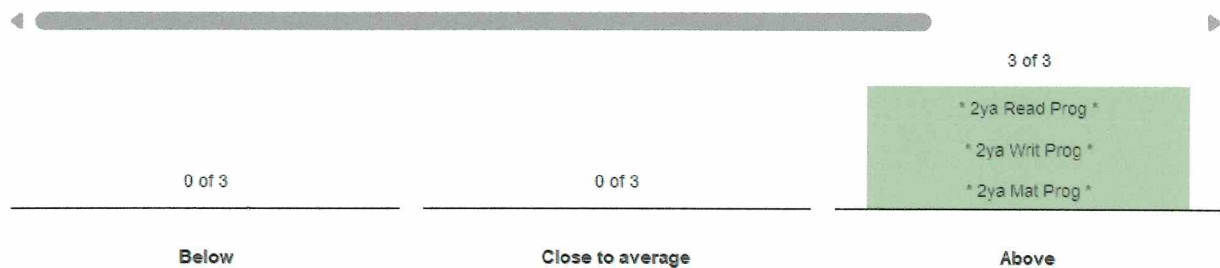
All pupils

Multi-year average

The chart below summarises school performance compared to national across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

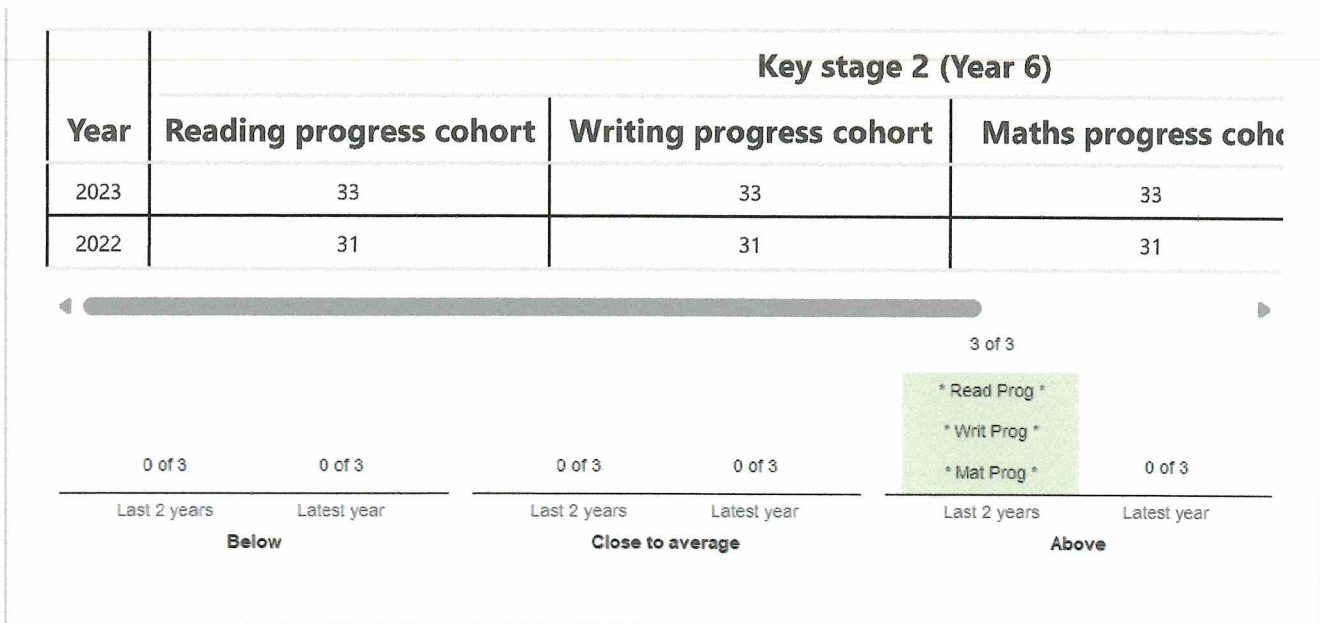
Year	Reading progress cohort	Writing progress cohort	M
2023, 2022	64	64	



Individual years

The chart below summarises school performance compared to national across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size and characteristics for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.



- [Reading, writing and mathematics](#)
- [Reading](#)
- [Writing](#)
- [Mathematics](#)
- [EGPS](#)
- [Other](#)

Reading, writing and mathematics

Data source: the DfE's provisional 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

▶ [Guidance](#)

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Expected standard

Higher standard

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
3-year	92	75%	61%	Above (sig+)	Not applicable	Ne
2025	29	72%	62%	Above (non-sig)	No sig change	Hi
2024	30	67%	61%	Close to average (non-sig)	No sig change	-
2023	33	85%	60%	Above (sig+)	Not available	-

▶ [Chart](#)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national not disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	29	66%	46%	Above (sig+)	68%	-2	Not applicable
2025	8	50%	47%	Close to average (non-sig)	69%	-19	Widening
2024	8	63%	46%	Above (non-sig)	67%	-5	Widening
2023	13	77%	44%	Above (sig+)	66%	11	Positive gap

▶ [Chart](#)

Low prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	17	29%	11%	Above (sig+)	Not applicable	Ne
2023	7	43%	12%	Above (sig+)	No sig change	-
2022	10	20%	11%	Above (non-sig)	Not available	-

▶ [Chart](#)

Middle prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Y
2-year	29	97%	61%	Above (sig+)	Not applicable	Ne
2023	19	95%	62%	Above (sig+)	No sig change	-
2022	10	100%	60%	Above (sig+)	Not available	-

▶ [Chart](#)

High prior attainers - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Y
2-year	18	100%	93%	Above (non-sig)	Not applicable	Ne
2023	7	100%	94%	Above (non-sig)	No sig change	-
2022	11	100%	93%	Above (non-sig)	Not available	-

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Reading

Data source: the DfE's provisional 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

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Expected standard

Higher standard

Progress

Expected standard

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
3-year	92	84%	74%	Above (sig+)	Not applicable	Na
2025	29	83%	75%	Above (non-sig)	No sig change	Hi
2024	30	80%	74%	Close to average (non-sig)	No sig change	-
2023	33	88%	73%	Above (non-sig)	Not available	-

▶ [Chart](#)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national not disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	29	72%	62%	Above (non-sig)	80%	-7	Not applicable
2025	8	63%	63%	Close to average (non-sig)	81%	-18	Widening
2024	8	75%	62%	Above (non-sig)	80%	-5	Widening
2023	13	77%	60%	Above (non-sig)	78%	-1	Not available

▶ [Chart](#)

Low prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	17	47%	32%	Above (non-sig)	Not applicable	Na
2023	7	57%	32%	Above (non-sig)	No sig change	-
2022	10	40%	33%	Close to average (non-sig)	Not available	-

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Middle prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	29	97%	80%	Above (sig+)	Not applicable	Nc
2023	19	95%	79%	Above (non-sig)	No sig change	-
2022	10	100%	81%	Above (non-sig)	Not available	-

▶ [Chart](#)

High prior attainers - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	18	100%	97%	Above (non-sig)	Not applicable	Nc
2023	7	100%	97%	Close to average (non-sig)	No sig change	-
2022	11	100%	97%	Close to average (non-sig)	Not available	-

The distributions for 2022 and 2023 are missing the 'above' band due to the negative skew of the distributions.

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Writing

Data source: the DfE's provisional 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

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Expected standard

Greater depth

Progress

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Y
3-year	92	79%	72%	Above (non-sig)	Not applicable	Ne
2025	29	72%	72%	Close to average (non-sig)	No sig change	Hi
2024	30	77%	72%	Close to average (non-sig)	No sig change	-
2023	33	88%	71%	Above (sig+)	Not available	-

▶ [Chart](#)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	29	72%	59%	Above (non-sig)	78%	-5	Not applicable
2025	8	50%	59%	Close to average (non-sig)	78%	-28	Widening
2024	8	75%	58%	Above (non-sig)	78%	-3	Widening
2023	13	85%	58%	Above (non-sig)	77%	7	Positive gap

▶ [Chart](#)

Low prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Y
2-year	17	47%	23%	Above (sig+)	Not applicable	Ne
2023	7	43%	24%	Above (non-sig)	No sig change	-
2022	10	50%	22%	Above (sig+)	Not available	-

▶ [Chart](#)

Middle prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	29	100%	78%	Above (sig+)	Not applicable	Na
2023	19	100%	80%	Above (sig+)	No sig change	-
2022	10	100%	76%	Above (non-sig)	Not available	-

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High prior attainers - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	18	100%	97%	Close to average (non-sig)	Not applicable	Na
2023	7	100%	97%	Close to average (non-sig)	No sig change	-
2022	11	100%	97%	Close to average (non-sig)	Not available	-

▶ [Chart](#)

The distributions for 2022, 2023 and the 2-year average are missing the 'above' band due to the negative skew of the distributions

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Mathematics

Data source: the DfE's provisional 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

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▶ [Key to charts](#)

Expected standard

Higher standard

Progress

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
3-year	92	89%	73%	Above (sig+)	Not applicable	Ne
2025	29	83%	74%	Above (non-sig)	No sig change	Hi
2024	30	90%	73%	Above (sig+)	No sig change	-
2023	33	94%	73%	Above (sig+)	Not available	-

▶ [Chart](#)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	29	83%	60%	Above (sig+)	80%	3	Not applicable
2025	8	63%	61%	Close to average (non-sig)	80%	-18	Widening
2024	8	88%	59%	Above (non-sig)	79%	8	Positive gap
2023	13	92%	59%	Above (sig+)	79%	13	Positive gap

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Low prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	17	65%	26%	Above (sig+)	Not applicable	Ne
2023	7	71%	28%	Above (sig+)	No sig change	-
2022	10	60%	25%	Above (sig+)	Not available	-

▶ [Chart](#)

Middle prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	29	100%	79%	Above (sig+)	Not applicable	Na
2023	19	100%	80%	Above (sig+)	No sig change	-
2022	10	100%	78%	Above (non-sig)	Not available	-

▶ [Chart](#)

High prior attainers - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	18	100%	97%	Above (non-sig)	Not applicable	Na
2023	7	100%	97%	Close to average (non-sig)	No sig change	-
2022	11	100%	96%	Close to average (non-sig)	Not available	-

The distributions for 2022 and 2023 are missing the 'above' band due to the negative skew of the distributions.

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EGPS

Data source: the DfE's provisional 2025, final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

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Expected standard

Higher standard

Expected standard

All pupils - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Y
3-year	92	80%	72%	Above (non-sig)	Not applicable	Ne
2025	29	62%	73%	Below (non-sig)	No sig change	Hi
2024	30	90%	72%	Above (sig+)	No sig change	-
2023	33	88%	72%	Above (sig+)	Not available	-

▶ [Chart](#)

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national not disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	29	76%	59%	Above (non-sig)	78%	-2	Not applicable
2025	8	63%	60%	Close to average (non-sig)	79%	-16	Widening
2024	8	88%	59%	Above (non-sig)	78%	9	Positive gap
2023	13	77%	59%	Above (non-sig)	78%	-1	Not available

▶ [Chart](#)

Low prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Y
2-year	17	53%	26%	Above (sig+)	Not applicable	Ne
2023	7	57%	26%	Above (non-sig)	No sig change	-
2022	10	50%	26%	Above (non-sig)	Not available	-

▶ [Chart](#)

Middle prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	29	97%	79%	Above (sig+)	Not applicable	Na
2023	19	95%	80%	Above (non-sig)	No sig change	-
2022	10	100%	79%	Above (non-sig)	Not available	-

▶ [Chart](#)

High prior attainers - EGPS expected standard

Year	Cohort	School	National	National distribution banding	Trend	Yr
2-year	18	100%	98%	Close to average (non-sig)	Not applicable	Na
2023	7	100%	98%	Close to average (non-sig)	No sig change	-
2022	11	100%	98%	Close to average (non-sig)	Not available	-

The distributions for 2022, 2023 and the 2-year average are missing the 'above' band due to the negative skew of the distributions.

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Other

Year 4 multiplication tables check score

[Phonics screening check expected standard](#)

[EYFS nationals](#)

Year 4 multiplication tables check score

Data source: the DfE's final 2024, final 2023 and final 2022 data

The 2022 outcomes may reflect residual impacts of the COVID-19 pandemic, including disrupted learning and attendance, which could affect pupil performance and school-level results, so comparisons with later years should take this into account.

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► [Key to charts](#)

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Yr
3-year	88	20.4	20.2	Close to average (non-sig)	Not applicable	Ne
2024	29	23.7	20.6	Above (sig+)	Sig increase	-
2023	28	20.5	20.2	Close to average (non-sig)	Sig increase	Hi
2022	31	17.4	19.8	Below (sig-)	Not available	-

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Report card

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Context in latest year

Absence

Context in latest year

Total pupils

240

Close to average

School capacity

262

Close to average

Pupils eligible for free school meals (FSM) at any time during the past six years

27.88%

Close to average

Pupils with an education, health and care (EHC) plan

6.25%

Above average

Pupils with special educational needs (SEN) support

19.58%

Above average

School location deprivation

Above average

All pupils' performance

Disadvantaged pupils' performance

Disadvantaged pupils' performance gap

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	67%	61%	Close to average
2022/23	85%	60%	Above

Pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	80%	74%	Close to average
2022/23	88%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	77%	72%	Close to average
2022/23	88%	71%	Above

Pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2024/25	R	R	R
2023/24	90%	73%	Above
2022/23	94%	73%	Above

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