

Parkway Primary School

Alsike Road, Erith, Kent, DA18 4DP

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching does not consistently challenge all pupils, particularly the most able, to make good progress.
- A small minority of teachers have poor subject knowledge and weak skills in mathematics and literacy.
- Teachers do not always provide work that matches pupils' ability.
- Not enough pupils attain the higher National Curriculum Level 5 in reading, writing and mathematics by the time they leave the school.
- The progress of the most able pupils is not good enough.
- Pupils do not take enough care over the presentation of their writing. Punctuation is often incorrect.
- Many pupils have not yet grasped the basic understanding of number facts such as adding numbers to 10 and multiplication tables.
- Pupils' targets and teachers' marking do not always show pupils how they can improve their work.
- The curriculum does not fully meet the needs of all pupils.

The school has the following strengths

- The passionate and determined leadership of the headteacher and deputy headteacher is rapidly improving the quality of teaching.
- Governors hold staff to account effectively for their performance and take strong action.
- Pupils' standards in reading, writing and mathematics have risen since the last inspection and are now average.
- In 2012, Year 6 pupils eligible for pupil premium funding reached the same standards as other pupils in the school.
- Children get a good start in the Nursery and Reception classes and develop their basic skills well.
- Pupils learn the sounds letters represent (phonics) well; their progress in reading is often good.
- Pupils behave well and have good attitudes to learning. Pupils enjoy school and their attendance is above average.
- The school provides good information to parents, which helps them support their children's learning at home.

Information about this inspection

- Inspectors observed 12 lessons, of which three were joint observations with the headteacher. In addition, inspectors heard pupils read and scrutinised pupils' work in their books.
- The Year 6 pupils were not present during the inspection because they were attending a residential educational visit. Inspectors therefore evaluated attainment and progress in their books.
- Meetings were held with pupils, members of the governing body, school staff and a representative from the local authority.
- Inspectors took account of the nine responses to the online parent questionnaire (Parent View) and held informal discussions with parents and carers.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data about pupils' current progress, planning and monitoring documentation as well as documents relating to safeguarding.

Inspection team

Michelle Winter, Lead inspector

Her Majesty's Inspector

Peter McCarthy

Additional inspector

Juliet Ward

Additional inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is an average-sized primary school. The school does not use alternative provision.
- The proportion of pupils known to be eligible for the pupil premium (extra money provided to schools by the government for pupils known to be eligible for free school meals, children from service families, and those children that are looked after) is higher than average.
- The proportion of pupils supported through school action is higher than average.
- The proportion of pupils supported at school action plus or who have a statement of special education needs is higher than average.
- The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are above average.
- The school currently meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that all of it is good or better by ensuring that:
 - teachers plan work which challenges all pupils
 - teachers' marking and pupils' targets always help pupils improve their work
 - teachers improve their subject knowledge and their understanding of how pupils learn.
- Improve the attainment and progress of all pupils, particularly in writing and mathematics, by:
 - expecting better presentation and accurate punctuation in all writing
 - helping pupils to learn the basic number facts in mathematics and multiplication tables
 - ensuring all teachers have high expectations of all pupils, particularly of the more able.
- Improve leadership and management by:
 - increasing the focus on the performance of more-able pupils
 - ensuring that all teachers have the necessary skills in mathematics and literacy to enable pupils to make at least good progress
 - continuing to improve the curriculum so that it enables pupils to improve their writing skills in other subjects such as science.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress is not yet good because it varies too much across year groups. It is good in Years 2 and Year 6 and helps pupils to reach average standards in the national tests. It is slower in other year groups, where teaching is not as effective.
- The most able pupils do not make enough progress. Teachers do not expect enough of them or plan work to challenge them to think hard.
- A significant proportion of pupils in the school are working below the levels expected for their age in writing. The presentation of pupils' written work is often poor. Many pupils do not know how to punctuate their writing.
- Writing in other subjects, such as science, is below the standard of written work in literacy lessons.
- Too many pupils do not make good progress in mathematics because they have not learned the basic number facts. This means that they struggle to complete calculations that are more complex.
- Disabled pupils and those with special educational needs reached average standards in 2012 by the end of Year 6. In other year groups their progress and attainment varies in line with the quality of teaching. The support provided does not always address their individual needs.
- The progress of pupils who are new to learning to speak English requires improvement. Teachers do not provide enough support for them to keep up with other pupils in some lessons.
- Children enter the Nursery with skills and development levels that are below the levels typical for their age. They make good progress in the Early Years Foundation Stage, particularly in developing their reading and language skills. Pupils learning English as an additional language progress as well as others in the school.
- Pupils are making good progress in reading and their attainment is improving. They use their knowledge of the sounds letters represent to read unfamiliar words. Pupils are enthusiastic about reading. Older pupils say they enjoy the interesting books they use in lessons as a starting point for writing.
- The progress of pupils who are eligible for the pupil premium funding is good in most year groups. In 2012, the percentage of pupils reaching Level 4 in the National Curriculum tests was similar to other pupils in the school.

The quality of teaching

requires improvement

- The good teaching that exists in the school is not yet consistent across all year groups.
- Teaching does not challenge the most able pupils. Too frequently, these pupils waste time completing work that is too easy before getting on to more challenging tasks. Additionally, in some lessons even the higher-level work does not stretch them enough.
- In the weaker lessons, teachers do not target their questions carefully enough to match pupils' different ability levels.
- A very small minority of teachers do not understand how pupils learn in mathematics. For example, pupils do not have enough opportunities to explore in a practical way before they tackle calculations on paper.
- Teachers do not take enough time to teach pupils the number facts they need to help them complete calculations and number problems.
- Where teaching remains weak, teachers' use of English is sometimes incorrect. Their own grammar and spelling mistakes do not help pupils learn. They do not correct errors in pupils' written work carefully enough, which means pupils do not learn to correct themselves.
- Teachers' expectations of pupils' writing are not high enough; consequently, pupils do not take enough care when presenting their work.

- Where marking is good, teachers suggest ways to improve pupils' work and they give pupils appropriate additional tasks. However, teachers do not always use pupils' targets effectively to help pupils understand how to improve their work.
- Teaching in the Early Years Foundation Stage is good. The activities led by the teachers are helping children to make good progress. Children are developing good levels of independence when choosing their own activities.
- Staff are skilled at teaching phonics and early reading. Pupils use these skills to read and enjoy increasingly challenging books.
- Teaching develops pupils' social and moral skills well. Pupils work well together and encourage each other in lessons.
- The school has recently introduced more opportunities to visit places of interest to bring the curriculum to life. During the inspection, Year 6 pupils were taking part in a residential school visit for the first time in recent years.

The behaviour and safety of pupils are good

- Pupils are generally enthusiastic and they say that they enjoy their lessons. They behave well in lessons and around the school and they are keen to please. Pupils are extremely polite and very friendly towards visitors.
- The majority of parents and carers who expressed a view believe that their children are safe and happy at school, and the pupils agree.
- Attendance is above average.
- The behaviour of individual pupils has improved. The school works effectively with targeted children and their families.
- Pupils' attitudes to learning are positive and they frequently show considerable resilience when trying hard during lessons.
- When teaching is not good enough, pupils become inattentive.
- Pupils from all backgrounds have a good awareness of the main forms of bullying, including homophobic bullying. They are taught sensible strategies to keep themselves safe and care for one another. They are confident that they can talk to a member of staff if they need help.
- Pupils have a good understanding of how to stay safe when using the internet.

The leadership and management are good

- Leaders and managers are driving improvement effectively. As a result, the school is no longer in a category of concern. Parents and carers are very positive about the leadership of the school and appreciate the improvements since the last inspection.
- The headteacher and deputy headteacher are an ambitious team who are determined to secure good achievement for all pupils. They have improved the achievement of most pupils, including those eligible for the pupil premium funding, but pupils that are more able are not yet reaching their full potential.
- Senior leaders are working well to improve the quality of teaching and this is having a positive impact on pupils' progress. They observe teaching regularly and identify what needs to improve accurately. Senior leaders give teachers helpful targets for improvement and check them in subsequent lesson observations.
- Improvement plans focus on the right issues. However, these are not always clear enough for governors to check easily how things have improved.
- The school identifies pupils who are at risk of falling behind. In most classes teachers provide additional help to make sure they catch up. Senior leaders check on the progress of these pupils during lesson observations and through their tracking of pupils' progress. This has had a positive impact on increasing pupils' rates of progress.
- Learning targets for disabled pupils and those with special educational needs are not always

specific or detailed enough. This slows their progress in some year groups.

- Leaders allocate the pupil premium fund effectively. From it, they provide additional adult support for targeted pupils. In 2012, this funding enabled Year 6 pupils to match the standards of the other pupils in the school. The school promotes equality of opportunity for these pupils well.
- The curriculum does not always meet the needs of pupils who are learning to speak English well. Teachers miss opportunities to explain new vocabulary and to check that they understand.
- The school works well with parents. In the Early Years Foundation Stage parents are encouraged to share children's achievements at home. The school provides useful information and easy access to the school's policies and procedures through its website.
- The headteacher appreciates the effective support from the local authority to improve the quality of teaching, particularly the regular meetings to discuss pupils' progress and attainment.

■ **The governance of the school:**

- Members of the governing body visit the school regularly to gain first-hand knowledge of teaching and learning. They understand the school's strengths and weaknesses well and monitor the progress of all pupil groups. Since the last inspection, they have supported the headteacher effectively in holding staff to account for their performance. Where necessary they have taken tough decisions in the best interests of the pupils in the school. Governors ensure the school provides value for money and give good support to the headteacher in making decisions about staff performance management. The governing body monitors the allocation and impact of pupil premium funds rigorously, ensuring that this group of pupils is not discriminated against. Safeguarding requirements are 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	101437
Local authority	Bexley
Inspection number	399631

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	254
Appropriate authority	The governing body
Chair	Maggie Ayres
Headteacher	Nicole Bradley
Date of previous school inspection	7 November 2011
Telephone number	020 8310 0176
Fax number	020 8311 9799
Email address	admin@parkway.bexley.sch.uk

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