

# Parkside Community School

Boythorpe Avenue, Boythorpe, Chesterfield, S40 2NS

**Inspection dates** 27–28 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Required improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

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

- In 2012 achievement was significantly below average in English and mathematics. Students did not make or exceed nationally expected progress.
- Not enough students are currently making or exceeding expected progress.
- Marking is inconsistent and does not fully support students in achieving their potential.
- Students' attendance is below average and rates of persistent absence are too high.
- Achievement for disabled students and those who have special educational needs is significantly below average.
- Students' attitudes to learning are not consistently good.
- Teachers' expectations have not always been high enough for all students to achieve well.

### The school has the following strengths

- The new dynamic headteacher has introduced a range of measures that have already begun to have an impact on student achievement and on the quality of teaching in the school.
- The increased proportion of good teaching has improved the quality of learning.
- The dedicated governing body robustly challenge the headteacher to account for improvement.
- The governing body and school leaders have a clear strategic vision for the school's future.

## Information about this inspection

- Inspectors visited 31 lessons, eight of which were observed jointly with the school’s senior leaders.
- Meetings were held with the headteacher, senior and other leaders, the Chair of the Governing Body and five governors, a representative from the local authority, staff and groups of students.
- Inspectors observed the school’s work and looked at a range of documents, including the school’s own internal data on students’ current progress, the school’s view of itself, documents relating to monitoring and planning, performance management, attendance and behaviour, safeguarding and governing body minutes. They also scrutinised students’ work.
- Inspectors took into account the views of the 17 parents who responded to the online questionnaire (Parent View). They also considered the views of staff, including those expressed in 40 staff questionnaires.

## Inspection team

Christine Young, Lead inspector

Additional inspector

Sajid Gulzar

Additional inspector

Alan Brewerton

Additional inspector

## Full report

### Information about this school

- Parkside Community School is a smaller than average secondary school.
- The majority of students are of White British heritage and very few speak English as an additional language.
- The proportion of disabled students and those who have special educational needs who are supported through school action is above average. The proportion of students supported at school action plus or with a statement of special needs is above average.
- The proportion of students known to be eligible for support through pupil premium is above average. The pupil premium provides additional funding for children in local authority care, those with a parent in the armed services and those known to be eligible for free school meals.
- The school meets the government's floor standards for secondary schools, which sets the minimum expectations for students' attainment and progress.
- Alternative provision is provided for some students on both a long term and a short-term basis at a wide range of venues in the community.
- A new head teacher and two new assistant head teachers took up post in September 2012.

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

- Raise achievement in all year groups by making sure that all teaching is at least good over time and increase the proportion which is outstanding by:
  - developing expertise in providing marking and feedback to students so that teachers make clear to students what they have achieved and guide them specifically on how to improve their work
  - raising levels of achievement so that a greater proportion of students, especially the more able, make and exceed expected levels of progress
  - ensuring that precise and challenging expectations by teachers consistently motivate students and increase the pace of learning.
- Reduce persistent absence and improve attendance rates in line with the national average by working closely with students and their families who find regular attendance a struggle.

## Inspection judgements

### The achievement of pupils

### Requires improvement

- In 2012 attainment was significantly below average. The gap between students known to be eligible for the pupil premium and other students was much wider than average. Students supported at school action plus significantly underachieved.
- As a direct result of significant changes that have been rapidly implemented by the new leadership team there is a marked increase in students' attainment in Key Stage 3 and Key Stage 4 this year.
- Senior leaders have taken a number of steps to see that achievement improves including focusing on improving the quality of teaching and introducing a new data system to monitor and track student progress.
- The school is on track to make marked improvements at GCSE in mathematics, English and science this summer. Results from early entry in GCSE mathematics show that the current year 11 has done better already than the equivalent group last year. Reliable school data indicate that most students are making expected progress in mathematics English and science. Early entry is being used to make the most of achievement at all grades.
- The school's internal tracking shows that progress is beginning to accelerate but is still below average. Students who speak English as an additional language are well supported and helped to integrate quickly into the life of the school.
- Teachers' aspirations and expectations for students' achievement are not always high enough. As a result some students do not make the progress they should, especially the more able.
- In the current Year 11, students known to be eligible for the pupil premium and disabled students and those who have special educational needs have made better progress in English and mathematics. School data indicate that the attainment gap between Year 11 students who are eligible for the pupil premium grant and others has narrowed but it is still just below the national norm.
- Pupil-premium funding has provided a wide range of interventions to improve eligible students' engagement and attendance, providing one-to-one coaching, small-group sizes and support for educational trips. The level of persistent absence of some of these students is declining but is still above average.
- Use of the Year 7 catch-up premium has resulted in promising improvements in reading. Students enjoy reading and are keen to talk about their favourite books. Many use the school's new library regularly.
- Students who attend alternative provision away from school are successful in achieving qualifications in Health and Safety and Food Hygiene.

**The quality of teaching****Requires improvement**

- Teaching requires improvement because inspectors found too much variation in the quality of teaching. Teachers' expectations are not high enough to enable all students to make the progress they should.
- Where teaching requires improvement, teaching does not make sure that all students are able to engage with the learning. Sometimes instructions are too complicated and cause confusion. Teachers are often reluctant to reshape the tasks. Students are not always given enough chances to take responsibility for their learning by taking part in collaborative activities. More-able students are not challenged enough. Often students are passive learners and do not make sufficient progress.
- Teachers' marking and feedback are not always good. Some work, in different subjects is marked regularly and students are provided with helpful comments on what they need to do to improve. However, other work, often within the same subject area, is not marked regularly or receives no more than a tick. Where marking is of this standard, students do not know how to make their work better to reach higher grades.
- Lessons that are good or better are characterised by high levels of student participation, a quick pace to learning, strong relationships between teachers and students, and varied activities that met the individual needs of students. This includes disabled students and those who have special educational needs. A year 7 group worked together in a practical activity to develop their powers of reasoning. The class were confident about their learning and demonstrated enthusiasm and motivation for the topic and all students made good progress. In a year 10 lesson students analysed the language of film trailers. Through observing their enjoyment, productivity rates and contribution it was clear that they had made excellent progress.

**The behaviour and safety of pupils****Requires improvement**

- While inspectors observed many examples of polite and courteous behaviour in lessons, concerns were raised by the students, some of the staff and some parents about the behaviour of students at school.
- There is a clear system of sanctions and rewards in the school that is understood by all students. A well-managed area for a very small number of students who demonstrate challenging behaviour means they continue learning and are quickly returned to their regular classes.
- School attendance has been well-below average. However, since September 2012 the school has taken a rigorous approach to tackling absence that has resulted in some improvement and has currently moved attendance figures close to the national average. School leaders have made improved attendance a priority. Strengthened procedures to tackle persistent absence are having a positive impact and this is now reducing.
- Students report that they are aware of the different forms that bullying may take and they know from whom they may seek support in school. School records indicate that bullying is rare but is dealt with promptly. Students feel safe in school. They are well informed about how to keep themselves safe, understand the dangers of, for example, abuse of drugs and alcohol, and have a sensible attitude to risk taking.
- The 'Student Parliament' provides a good forum for students to contribute their views and ideas

and have a say about changes in school. Students are able to have a chance to make a difference in their own school. Students are also active in raising funds for a range of charities and community ventures.

## The leadership and management

## Requires improvement

- The dynamic new headteacher has an uncompromising vision for the development of the school for the benefit of its students. This is widely shared by the staff. She is an excellent role model and has created a very strong senior team through careful and additional appointments, and secured strong leadership for the core subjects of English, mathematics and science.
- The school's view of itself is accurate and realistic and leads to well-focused action. Senior leaders have robustly tackled weaker teaching by providing formal targeted support, and deadlines linked to the management of teachers' performance. A training programme has increased the amount of good teaching. There is good capacity to improve.
- The curriculum is appropriate for the students and includes good quality work-related courses and off-site provision for a small number of students. Extended work experience successfully supports students and enables them to prepare for the world of work. There are plans to broaden choice and provide extra opportunities for students.
- The inspectors' assessment of teaching matched judgements made by senior leaders in joint observations.
- The checking of the school's work is beginning to have an impact on the quality of teaching. Systematic reviews often involve a rigorous programme that includes classroom observations and scrutiny of students' work as well as gathering students' views. A notable strength is the way these reviews lead to action for improvement in teaching and learning. The school still has a long way to go to judge the full impact of these measures.
- Spiritual, moral, social and cultural development is promoted very well for life in a modern democratic Britain. For example students gained much from working with the elderly of the local community to celebrate their memories and get to know them.
- **The governance of the school:**
  - Governors have strongly influenced the development of the school's priorities. They are dedicated to improving standards. They know about data on the school's performance. Governors ask searching questions of the headteacher to establish the school's progress and find reasons for underachievement. They know about the quality of teaching. They have made effective decisions to support the new headteacher's drive for improvement.
  - Governors bring a wide range of expertise to support the financial security of the school.
  - They link closely with pastoral and subject leaders to gauge the quality of teaching and care and are closely involved with checking the performance of the school's high proportion of students known to be eligible for the pupil premium. They know how the pupil premium is spent.
  - Governor committees meet regularly and all have undergone specialist governor training. They enjoy the challenges of providing good and effective governance. They know about how the school manages teachers' performance, how it rewards good teachers and what it does to tackle any underperformance.
  - Governors make sure that the school's safeguarding arrangements securely meet requirements and support the strong processes used by the school to protect students.

## 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

<b>Unique reference number</b>	112961
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	412627

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

<b>Type of school</b>	
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Horton
<b>Headteacher</b>	Kam Grewal-Joy
<b>Date of previous school inspection</b>	23 June 2010
<b>Telephone number</b>	01246 273458
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