

# Parkside Studio College

Wood End Green Road , Hayes, Middlesex, UB3 2SE

## Inspection dates

13–14 February 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most students, including those eligible for the pupil premium, those who have special educational needs and those who speak English as an additional language, make at least good progress in English and mathematics.
- The sixth form is good. Sixth form students are making good progress in their vocational subjects.
- The college's current information on achievement shows that most students have been making more rapid progress since September 2013.
- Teaching is good. Most staff check students' understanding frequently and use questioning skilfully.
- Students' behaviour in lessons and around the school is good. Most attend school regularly.
- The Principal has put firm systems in place to accelerate students' progress further. The quality of teaching is checked frequently.
- Leadership, including governance, is strong. Leaders have high expectations and have set ambitious targets for students' achievement.
- Leaders in charge of subjects use information on students' progress effectively to identify and provide additional support to those who need it.
- Governors provide support and challenge to leaders. They make sure that the quality of teaching and students' outcomes continue to improve.

### It is not yet an outstanding school because:

- The most able students do not achieve as well as they should in English.
- Teachers' marking and feedback do not always give students enough guidance to help them improve the quality of their work.
- Students' progress in business studies and construction is not as good as in other vocational subjects because staff do not always set challenging enough work in lessons.

## Information about this inspection

- The inspector observed 11 lessons jointly with the Principal.
- The inspector considered parents' and carers' views of the school through telephone conversations. She interviewed some students to get their views about the college and observed students' behaviour in lessons and around the college.
- The inspector met with the Chair of the Governing Body and the chief executive officer of the Rosedale Hewens Academy Trust. There were also other meetings with staff and leaders.
- The inspector examined a number of documents, including the school's own data on pupils' current progress, documentation related to the checking of the school's work, the minutes of governing body meetings and the college's safeguarding systems. The inspector also looked at pupils' work and attendance figures.

## Inspection team

Janice Williams, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a small studio college.
- Around 27% of pupils are known to be eligible for the pupil premium, which provides additional funding for looked after children, those eligible for free school meals and children with a parent or carer in the armed services. This figure is above the national average. A few students are currently looked after by the local authority and there are no students from service families in the school.
- Most of the students are from White British backgrounds, with a larger than average proportion of students being from minority ethnic backgrounds. The largest of these groups are Asian and Black African.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is well below the national average.
- The studio school opened in September 2012. A new Principal joined the school in September 2013.
- All students study English, mathematics and science, information and communication technology and business studies. The college provide students with the opportunity to specialise in one of six vocational specialisms which are hospitality, creative media, construction, health and social care, hair and beauty services, and sports science.
- Teachers of the vocational specialisms are known as coaches.
- The studio college is a part of the Rosedale Hewens Academy Trust. All of the students undertake work experience daily. Students at the college have not sat any public examinations as yet.

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

- Further accelerate students' progress in English, especially that of the more able, by:
  - improving students' use of spelling, punctuation and vocabulary
  - giving students more opportunities to focus on the impact and meaning of written language.
- Improve the quality of teaching, especially in business studies and construction, by:
  - providing more support for coaches and inexperienced teachers so that they develop their skills in ensuring that work is always challenging enough for students
  - ensuring that all teachers give high-quality feedback to students so that they know how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- There are no examination results for the college as students have not yet been entered for examinations.
- Students' attainment when they join the college is often well below average and the school's own baseline assessments confirm this.
- The school's assessment data indicate that students' achievement is good in Key Stages 4 and 5, especially in mathematics.
- Most students, including disabled students and those who have special educational needs, those from minority ethnic backgrounds and those who speak English as an additional language, make good progress in English, mathematics and the vocational option subjects. This is because they are taught well in small groups where they receive focused attention from the teacher.
- Although most students are currently making good progress in English, the progress of the most able students is not as strong as that of their peers because they do not always use punctuation accurately in their writing. Sometimes they do not get enough opportunities to check and edit their spelling and they rarely use more adventurous word choices. At times there is not enough emphasis on students exploring the impact of language on the reader.
- Students make good progress in mathematics because they are given many opportunities to discuss their solutions and practise different ways of solving a problem.
- Most students known to be eligible for the pupil premium make better progress than their peers in English and mathematics. Their progress is monitored regularly by teachers and leaders to ensure that they achieve well.
- Students make good progress in most of the vocational option subjects, especially hair and beauty, hospitality and catering, health and social care, creative media and sports science. Their progress in business studies and construction is not as strong.
- Attainment on entry in to the sixth form is below average. While at the college, they continue to study so that they secure at least grade A\* to C in both English and mathematics. In the most recent trial assessments, sixth form students are making good progress in the health and social care, business, hospitality and media studies diploma. Students' progress in A-level psychology is not as strong.
- Students are well prepared for the next stage of their education or employment. They have many hours of work experience daily because the college finishes later than other schools and students have shorter holiday periods.

### The quality of teaching is good

- The quality of teaching is good, especially in English and mathematics, because most teachers check students' understanding regularly and use questioning effectively to encourage recall, reflection and analysis.
- In English and mathematics lessons, students are given many opportunities to discuss their ideas with their peers. In many lessons they are challenged to explain their opinions or solutions to problems and this contributes to their good progress.
- Teaching in the vocational option subjects, particularly business studies and construction, is sometimes variable because there is insufficient support in class for some coaches and inexperienced teachers and, as a result, they sometimes do not provide appropriate challenge and advice in lessons to students to help them improve their work.
- Although students' work is marked regularly and teachers provide many comments of praise to motivate students, sometimes the comments do not give enough guidance to help them improve their work. At times students are not given the opportunity to read the teachers' comments or act upon the advice given.

- In most of the vocational subjects, students are engaged and enjoy the many projects that they do. In the construction lessons, some students build a pirate ship while others work on painting the walls, putting in a standing shower or kitchen equipment, and tiling the kitchen of a flat. Over time, students make good progress, but occasionally students find it difficult to explain how they have accomplished different aspects of the project because staff have not always helped them to review their learning.
- In the creative media lessons, students make good progress in writing their radio script and planning each activity for their radio show. They have many opportunities to evaluate the effectiveness of adverts to ensure that they appropriately relate to their subjects.

### **The behaviour and safety of pupils are good**

- The behaviour of students in and outside of lessons is consistently good. They have positive attitudes and enjoy learning. In the vocational lessons, students are often busy working on different aspects of their projects.
- Students enjoy attending the college and like being treated as mature young people. Many students feel that their achievements have improved since attending the college. Some say they can see transformation in their behaviour because teachers and coaches offer very good guidance through discussions. They say teachers 'talk to us about how to behave'.
- Students say their behaviour has improved because the work that they do is more suited to their abilities and the smaller class sizes mean that they get close attention from their teachers. Students say they are 'one big family and there is no bullying'. They say that on the rare occasion that there is a fight or similar incident, 'we all talk and it is sorted out'.
- Students are aware of how to keep themselves safe while using the internet and they all use computers in a responsible manner to type assignments or revisit previous work. They are proud of their work in creating their curriculum vitae.
- The college's work to keep students safe and secure is good. Although there are various building works on site, these areas are fenced off and students do not have access. The hairdressing salon is well equipped with work stations and hair products, and students know how to handle all the equipment safely. In the science laboratory, students independently select the appropriate safety equipment and handle chemicals in a responsible manner.
- The few parents and carers who were spoken to think their children make good progress and are safe. A few have expressed their concerns with the school's communication systems and the changes to the length of students' holidays at short notice. These concerns were discussed with school leaders.

### **The leadership and management are good**

- Leadership and management are good. The Principal has put firm plans in place to accelerate students' learning and his high expectations of teaching are shared with all teachers. Leaders are now starting to focus on improving the quality of teaching in all subjects.
- Leadership of subjects is good. For example, the new mathematics leader has used assessment information effectively to plan challenging work and speed up students' progress. Leadership of the vocational option subjects is strong. Each leader is clearly aware of students' strengths and their progress is monitored regularly. Consequently, leaders ensure that most students have an equal opportunity to make at least good progress, although leaders are aware that there is scope for the most able students to make more rapid progress in English.
- The quality of teaching is checked regularly and teachers' performance management targets are linked to students' progress. Pay awards are given only if performance targets are met. Teachers are set targets that are linked to the Trust's expectations and leaders frequently observe lessons to check the quality of teaching students receive.
- The college receives good external support from the Trust which provides a wide range of

training and developmental opportunities for teachers through bespoke training packages and collaboration with the other schools in the Trust. However, at times coaches and inexperienced teachers are not fully aware of how to improve their teaching skills because they are not given enough guidance on this, particularly in relation to setting challenging work for their students.

- The curriculum, including the range of subjects studied in the sixth form, develops students' spiritual, moral, social and cultural development well. There are many interesting projects that promote team building skills and while students work they show high levels of respect to their peers and adults.
- Students' communication skills are developed well in English lessons, but at times there are fewer opportunities to talk and discuss in some of the vocational subjects. The length of the school day also allows students to adjust to working life and expectations, as most do work-experience activities which do not finish until late in the evening.
- Students' physical well-being is promoted well through physical education classes, projects and in some option subjects such as construction, hairdressing and sports science.
- Leaders have used the pupil premium funding to provide small-group mathematics support, one-to-one English additional support and mathematics revision guides. The funding is further used to offer university, careers and educational visits.
- **The governance of the school:**
  - Governors have high expectations. They have a wealth of experience in the business field and the Chair of the Governing Body has a clear understanding of the education system. The local advisory board gets regular updates on students' achievement and attendance, and information on the quality of teaching at the college. Governors ask challenging questions and are rigorously monitoring attendance as well as the progress of students eligible for pupil premium funding. As a result, eligible students make better progress than their peers in most subjects.
  - Governors are aware of the systems from the Trust for checking on the quality of teaching and they continuously challenge leaders to accelerate students' progress further. They ensure that teachers' pay is linked to students' progress.
  - They know about the additional support programmes in English and mathematics and are monitoring these thoroughly to ensure that students' progress is rapid and challenging targets are met. Governors ensure that safeguarding requirements are met.
  - Governors are aware of the many training opportunities available for teachers and themselves within the Trust. Teachers and governors are encouraged to assess their skills to identify their additional training needs.

## 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>	138368
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	425471

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

<b>Type of school</b>	Studio school
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	14–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Of which, number on roll in sixth form</b>	17
<b>Chair</b>	Nicola Heard
<b>Executive Principal</b>	Ian O'Connor
<b>Principal</b>	Nicholas Obie
<b>Date of previous school inspection</b>	13–14 February, 2014
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