

# Parkside Community School

Boythorpe Avenue, Boythorpe, Chesterfield, Derbyshire S40 2NS

## Inspection dates

5–6 April 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have a good understanding of the school's strengths and have taken swift and effective action to address areas in need of improvement. They are implementing clear plans to sustain and drive further improvements.
- Leaders have high aspirations for pupils' success. Staff share this ambition and all strive to provide the best for pupils.
- The quality of teaching, learning and assessment is generally good and continues to improve in most areas. Teachers ensure that activities are interesting and typically matched well to pupils' abilities. Teachers use questioning well to draw out pupils' understanding. Their reasoning skills are well developed. This leads to pupils making good progress across the school.
- Leaders and governors ensure that additional funding, such as that to support disadvantaged pupils and those who have special educational needs and/or disabilities, is used effectively.
- Pastoral support is strong and pupils are supported to succeed in all aspects of school life. Staff know pupils as individuals and relationships between pupils and staff are positive.
- Many pupils enter the school with literacy and numeracy levels below those typical for their age. Effective provision is in place to support them to catch up.
- There is good provision for pupils who have special educational needs and/or disabilities. Pupils' individual needs are met well and they make very good progress.
- Staff have high expectations of pupils' behaviour and achievement. Pupils are keen to meet these expectations and work hard.
- Pupils behave well in lessons and around school. They are respectful of others and are polite and courteous.
- Governance is strong. Governors are knowledgeable and understand the strengths and weaknesses of the school. They are appropriately challenging and hold leaders to account.
- There are some inconsistencies in the quality of teaching, learning and assessment. Where practice is less strong, activities are not sufficiently matched to pupils' abilities and teachers do not check pupils' understanding. On these occasions, pupils make less progress than elsewhere in the school.
- Overall attendance has improved but the attendance of disadvantaged pupils remains below the national average.
- Pupils have a limited understanding and appreciation of cultures and faiths beyond their own experiences. They are therefore not fully prepared for some aspects of life in modern Britain.

## Full report

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

- Improve the quality of teaching, learning and assessment where practice is less strong by ensuring that all teachers:
  - use assessment information to plan for pupils' needs so that the least able are supported and the most able are sufficiently challenged
  - check carefully how well pupils understand their work and correct misconceptions promptly
  - use key terminology in the different subjects to promote pupils' understanding more effectively.
- Develop pupils' awareness and understanding of the range of cultures and faiths in modern Britain.
- Further develop strategies to improve the attendance of disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have a clear understanding of the school's strengths and areas in need of further development. Since the last inspection, they have taken swift and effective action to tackle the areas identified in need of improvement.
- The headteacher has high aspirations for pupils' success and correspondingly high expectations of staff performance. As a result, all staff are committed to her vision for sustained school improvement. All staff contribute effectively to the continual drive for school improvement. Parents, who made their views known to inspectors, recognise and appreciate that staff want their children to succeed and are keen to support the school's ambition for their children.
- The headteacher has ensured that there is no inadequate teaching and is uncompromising in her drive to ensure that only staff of the highest calibre are recruited. The quality of middle leadership has improved considerably since the last inspection and faculty leaders have a clear understanding of their roles and responsibilities for further improvement.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is a strength of the school. The special educational needs coordinator has high expectations for pupils' progress and holds staff to account to ensure that these expectations are realised. Pupils' progress is carefully tracked, specific needs are quickly identified and additional support is swiftly put in place where required. Additional funding is allocated carefully, used effectively, and its impact is thoroughly evaluated. Pupils who have special educational needs/and or disabilities make good progress.
- Performance management is used effectively to improve staff performance. Staff are set clear and relevant targets in relation to school improvement and pupil progress. Governors monitor the processes to support staff development and challenge staff performance carefully.
- Since the last inspection, senior leaders have worked with subject leaders to improve their effectiveness. Middle leaders now take greater responsibility for the quality of provision in their subject areas and, in turn, hold staff to account for the achievement of pupils in their subjects. This has contributed to improvements in the quality of teaching across the school.
- Pastoral leadership is strong. Whole-school approaches to improve attendance, for example the 'Parkside Pick-Up' and raised expectations, have had considerable impact on overall attendance. Behaviour systems are applied consistently and all pupils understand and respond well to high expectations of conduct and behaviour. As a result, exclusions are reducing and behaviour in lessons has improved.
- Leaders are creative in providing for pupils who find it difficult to succeed in school. A small number of pupils attend off-site provision where their needs are suitably met. Leaders monitor carefully this provision by undertaking visits and liaising closely with providers. Leaders ensure that the school's high expectations are transferred to alternative providers, for example by applying the same behaviour policy as that used

in school. This means that pupils are supported well to succeed on their return to school.

- Leaders and governors ensure that additional funding to support disadvantaged pupils is used effectively. Careful allocation of resources and robust tracking systems ensure that appropriate support is put in place and pupils make good progress.
- Additional funding to support pupils who need to catch up in reading and numeracy is also used effectively. A variety of support is in place, for example high-quality additional teaching. The impact of this provision is evaluated carefully and amended as appropriate. As a result, pupils make rapid progress towards catching up with their peers. Leaders ensure that assessment information is shared among all staff regularly to help teachers to match activities to abilities.
- The local authority has provided good support since the last inspection. It has helped leaders to identify and take action to improve areas in need of further development. For example, key aspects of underperformance in science have been identified and specific actions put in place to support the leadership of this subject area.
- The curriculum offers a range of opportunities for pupils to develop different approaches to learning. At key stage 4, different courses are offered within the same subject to suit pupils' interests and abilities. For example, there are alternative courses for vocalists and instrumentalists within the qualifications for music. Leaders are aware of the need to ensure that the curriculum is reviewed frequently and adapted to meet the needs of different cohorts.
- Extra-curricular opportunities are wide and varied. There is a variety of sporting and creative activities, such as learning to play the ukulele, table tennis and cooking. Pupils appreciate these opportunities and high proportions of pupils attend regularly.
- Most aspects of pupils' spiritual, moral, social and cultural development are promoted well. For example, pupils' social skills are practised and developed through debate and discussion.
- Pupils are respectful of each other and of each other's views. The 'Parkside Pupil Parliament' is effective in helping pupils to understand British values, such as democracy and taking responsibility for improving society. However, the curriculum is less successful in promoting a good understanding of the diversity of the cultures and faiths in modern Britain.

## **Governance of the school**

- Governance is strong. Governors are committed to the school and share leaders' aspirations for pupils' success. They have a clear understanding of the school's strengths and areas in need of further improvement. Governors have the knowledge, understanding and skills to hold leaders to account effectively. These attributes are demonstrated in their monitoring of the allocation and impact of additional funding.
- Governors offer an appropriate balance of support and challenge. They have high expectations of the senior leaders and are rigorous in their monitoring of the school's performance, for example in overseeing the work of the special educational needs coordinator and ensuring that additional funding leads to the best possible provision and outcomes for the pupils it supports.

- Members of the governing body are appropriately trained and maintain an up-to-date knowledge and understanding of current practices. This enables them to be extremely effective in all that they do.

## Safeguarding

- The arrangements for safeguarding are effective. Leaders are knowledgeable and work well with external agencies, taking swift and appropriate action if they have concerns.
- Leaders have ensured a culture of safeguarding where all staff recognise and understand their role in ensuring pupils' safety and well-being. The pastoral organisation of the school supports the safeguarding arrangements and 'mentors' have a good understanding of individual pupils.
- Safeguarding records are detailed and of high quality.
- All staff have received appropriate and up-to-date training. Staff are knowledgeable about safeguarding issues, such as sexting and child sexual exploitation.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved across a range of subjects since the last inspection. This has been largely due to improvements in leadership at all levels and increased expectations of what pupils are able to achieve.
- Teachers generally understand what pupils are able to do and use this knowledge to plan activities which meet their needs. This means that pupils are effectively supported and appropriately challenged.
- Many teachers have very good subject knowledge and use this to plan activities which interest and motivate pupils. For example, in mathematics, pupils enjoyed working out how much space is 'wasted' in the centre of a pack of Polo sweets to apply their understanding of calculating volume.
- Teachers ensure that activities are well structured to build on pupils' understanding by developing and deepening their knowledge in simple, logical steps. For example, in Year 7 mathematics, teachers were observed skilfully supporting pupils to progress from one-step to two-step equations. In English lessons, pupils use planning grids very effectively to develop their understanding of literary techniques.
- Many teachers use questioning well to check and deepen pupils' understanding. Teachers support the least able pupils by using follow-up questions. They challenge the most able pupils through higher order questioning and expectations. Teachers encourage pupils to explain and justify their responses which helps them to develop their reasoning skills further. Pupils' misconceptions are explored and clarified effectively.
- Most teachers make good use of subject assessment information to support pupils in other subjects. For example, in mathematics, teachers use information about pupils' reading ages to adapt written questions to ensure that individual pupils' difficulties in interpreting language do not limit the level of challenge in the mathematical aspects of their work.
- Teachers give feedback in line with the school's policy. Pupils understand how to use

'Make a Difference' time to review and reflect on their work. This supports pupils to identify successes in their work and to recognise how they can improve it further. Pupils respond well to this and report that they find it a helpful strategy.

- Homework is used consistently to consolidate learning. Leaders monitor the quality of homework and parents report that the use of homework has improved since the last inspection. Pupils say that homework supports their learning.
- Teachers encourage pupils to participate in practical activities to excite and stimulate their learning. For example, in music, pupils were using a variety of instruments to rehearse and record their own song. This encouraged them to review and improve their work. Similarly, in technology, inspectors observed pupils enthusiastically creating a diffuser, developing both their cognitive understanding and practical abilities.
- Teaching assistants have clear roles and are skilled in focusing on supporting pupils' progress. They contribute well to the setting of high expectations and support pupils to make good progress. The use of teaching assistants as scribes is used effectively in some subjects. For example, in mathematics, this enables supported pupils to focus on mathematical concepts. However, in English, pupils' independence and the development of their skills are limited, on some occasions, by the overuse of teaching assistants as scribes.
- The majority of teachers make effective use of key words and technical terminology to support pupils' understanding. For example, in humanities, pupils refer to lists of connectives to structure written arguments. However, in some lessons, not enough attention is given to ensuring that pupils learn subject-specific vocabulary. This means that pupils do not understand vital language or are unable to use it appropriately.
- Some teachers do not check pupils' understanding effectively. This means that pupils' misconceptions are not corrected, leaving them confused and unable to make progress.
- Where teaching is less effective, planning does not ensure that activities are matched well to pupils' abilities. When this is the case, the least able pupils are not supported effectively and the most able pupils are not sufficiently challenged. On occasions, these weaknesses mean that learning time is not used effectively.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The ethos of the school is one of care and nurture. Staff know pupils as individuals, which enables them to provide personal support. The pastoral guidance in the school is strong and all staff see pupils' well-being as their responsibility. Pupils enjoy coming to school. They feel cared for and valued.
- Pupils understand how to keep themselves safe in a variety of situations. They understand potential risks and how to protect themselves. For example, pupils are able to explain the potential dangers of the internet and how to enjoy its benefits in a safe way. Pupils say that bullying is rare but are certain that it would be dealt with swiftly and effectively, should it occur.
- Pupils are confident and their understanding of how to become successful, reflective

learners is developing. Pupils are keen to improve their work, for example when responding to teachers' feedback, and they want to make progress. They are proud of their achievements.

- Pupils' work is well presented. They take pride in their work and are keen to meet teachers' high expectations.
- Pupils who have special educational needs and/or disabilities are fully integrated into all aspects of the school, which is of benefit to all. The school is highly inclusive.
- Leaders ensure that the personal development and well-being of pupils who attend alternative, off-site provision is promoted well. Leaders liaise regularly with providers who report that pupils make good progress in their behaviour and development.
- Pupils do not have a secure understanding of diversity. They recognise differences and understand that attitudes such as racism and homophobia are unacceptable. However, their understanding of different faiths and cultures is limited. Leaders understand the need to develop pupils' experiences and understanding further.

## Behaviour

- The behaviour of pupils is good. Their conduct around school and in lessons is calm and orderly. Pupils are punctual to lessons, which begin promptly as pupils are ready and prepared to learn.
- Low-level disruption is rare. Pupils say that on the rare occasions when others disrupt their learning, staff deal with the issues swiftly and effectively.
- The school environment is well cared for, reflecting pupils' appreciation and pride in their school.
- Considerable work has been undertaken to improve attendance. Whole-school attendance is improving and is now slightly above the national average.
- Disadvantaged pupils' attendance has improved considerably since the last inspection but remains below the national average.
- The number of fixed-term exclusions has decreased but remains above the national average.

## Outcomes for pupils

**Good**

- Many pupils enter the school with mathematics and reading skills well below the national averages. Staff have high expectations of what pupils can achieve and pupils are well supported to catch up. The rate at which pupils are catching up with their peers is accelerating and younger pupils, in particular, are making very good progress.
- As a result of improved teaching, pupils' progress has improved in a range of subjects since the last inspection. In 2016, Year 11 examination outcomes showed that pupils had made good progress. Pupils' progress was higher than the national average in the majority of subjects, including in English and mathematics. Work in current pupils' books indicates that outcomes will continue to improve in these subjects.
- In 2016, pupils' attainment was higher than the national average in English and similar to the national average in mathematics. The proportion of pupils achieving at least a C

grade in English and mathematics was higher than the national average.

- Leaders have ensured that funding to support pupils who have special educational needs and/or disabilities has been used effectively and these pupils made very good progress by the end of Year 11 in 2016, particularly in English. Tracking of pupils who are currently in the school shows that pupils who have special educational needs and/or disabilities continue to make good progress.
- Leaders have implemented an effective strategy for the spending of additional funding to support disadvantaged pupils. In 2016, disadvantaged pupils made good progress in a range of subjects, including English and mathematics.
- The proportions of pupils entering and achieving the English Baccalaureate (EBacc) qualification in 2016 were lower than the national averages. However, the proportion of pupils in Year 11 who are currently following these courses is higher than in previous years and the proportion of Year 9 pupils who have elected to begin such courses next year has also increased. Pupils currently in key stage 3 are making good progress in the EBacc subjects of humanities and languages.
- In 2016, pupils' progress in languages was less strong than in other subjects and lower than that achieved by pupils nationally. Leaders have amended the approach to teaching languages and current pupils are making greater progress than pupils had done previously.
- In 2016, pupils made significantly less progress in science than the national average. Leaders explain that this is the result of a previous strategy to enter pupils for examinations while in Year 10. Pupils who are currently in Year 10 are making good progress and leaders expect standards to increase by the time pupils complete Year 11.



## School details

Unique reference number	112961
Local authority	Derbyshire
Inspection number	10025722

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

Type of school	Secondary
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Jean Horton
Headteacher	Kam Grewal-Joy
Telephone number	01246 273458
Website	<a href="http://www.parkside.derbyshire.sch.uk">www.parkside.derbyshire.sch.uk</a>
Email address	<a href="mailto:info@parkside.derbyshire.sch.uk">info@parkside.derbyshire.sch.uk</a>
Date of previous inspection	2–3 June 2015

## Information about this school

- Parkside Community School is smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is considerably higher than average.
- The proportion of pupils who have special educational needs and/or disabilities is higher than average.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is considerably smaller than average.
- There have been several changes in staffing since the last inspection, including five new appointments to senior or middle leadership posts.
- A small number of pupils attend off-site provision at Chesterfield Community Care Farm, Groundworks, United Cast Bar, Spire Infants School and Junior Jigsaw.
- The school meets the government's current floor standards, which set out its minimum

expectations for attainment and the progress of pupils at the end of Year 11.

- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed learning in 31 lessons, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, members of the governing body, staff, parents and representatives from the local authority.
- Inspectors looked at pupils' work in lessons and a sample of pupils' books.
- Inspectors observed pupils' behaviour during lessons, before school and at lunchtime.
- Inspectors observed pupils' learning and behaviour in an assembly and during registration.
- Inspectors heard pupils read and spoke to pupils formally and informally.
- Inspectors scrutinised a wide range of documents, including school improvement plans, the school's self-evaluation, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 83 responses to Parent View, Ofsted's online survey, and the 14 free-text responses from parents. Inspectors also considered the six responses from staff to Ofsted's survey.

## Inspection team

Deborah Mosley, lead inspector	Her Majesty's Inspector
Linda Lyn-Cook	Ofsted Inspector
Gill Martin	Ofsted Inspector

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