

Parkside Community Primary School

Tennyson Avenue, Canterbury, Kent CT1 1EP

Inspection dates

5–6 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, leaders have not successfully addressed the areas for improvement from the last inspection.
- Teaching is inconsistent. In some lessons, teachers' planning does not meet the needs of pupils, and expectations are too low.
- Pupils do not make enough progress in writing and mathematics. As a result, they are not well prepared for the next stages of their education.
- Too many pupils do not attend school regularly enough. The proportion of pupils who are persistently absent is well above the national average for primary schools.
- Pupils' spiritual, moral, social and cultural development does not prepare them well enough for life in modern Britain.
- Inconsistencies in teaching in the early years provision means that too few children reach a good level of development before moving into key stage 1.
- The proportion of pupils that are excluded from school, although declining this year, is too high.
- Additional funding for disadvantaged pupils is not used effectively. Consequently, these pupils do not catch up quickly enough.

The school has the following strengths

- The new executive headteacher has acted with urgency to improve standards. Improvement strategies are beginning to make a difference.
- Pupils with special educational needs and/or disabilities (SEND) are supported well by staff because of effective leadership in this area.
- Most pupils behave well in lessons. They concentrate on what their teachers tell them and work well with their classmates.
- The interim executive board (IEB) is knowledgeable and committed. It holds leaders to account well.

Full report

What does the school need to do to improve further?

- Increase the effectiveness of leadership and management, including in the early years, by:
 - ensuring that new systems for improving the quality of teaching, learning and assessment reduce the remaining inconsistencies
 - sharpening the plans for school improvement so that actions are clearly defined
 - improving pupils' spiritual, moral, social and cultural development
 - ensuring that effective monitoring of teaching, learning and assessment impacts quickly and positively on pupils' progress, particularly in writing and mathematics
 - improving the effectiveness of pupil premium spending so that disadvantaged pupils overcome their barriers to learning and make stronger progress.
- Improve teaching, learning and assessment by:
 - ensuring that planning is more consistent across all key stages so that it is matched to pupils' needs
 - making sure that staff have consistently high expectations of all pupils.
- Raise rates of attendance for pupils, and particularly disadvantaged pupils, so that they are at least in line with national averages for primary schools.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The executive headteacher, since being appointed in January 2019, has acted with urgency to improve standards. Over a short period of time, he has introduced simplified assessment systems, strengthened teachers' accountability, increased expectations and started to improve teaching, learning and assessment.
- Leaders' improvement strategies are still relatively new, however, and have not yet had the securely positive effect on teaching and progress to enable pupils to make strong progress across year groups and subjects.
- In November 2018, the local authority arranged for Garlinge Primary School and Nursery to provide leadership support for Parkside Community Primary School. This has involved leadership support from various members of staff from Garlinge. As a result, leadership capacity at Parkside increased substantially.
- Since the last inspection, the school has undergone a period of turmoil. Numerous changes in staffing have led to inconsistencies in the quality of teaching, learning and assessment. In recent months, staffing has become more stable.
- Plans for school improvement have been closely monitored by leaders. This has enabled them to check if strategies are working. However, plans are not sufficiently sharp to outline precisely the actions that need to be taken.
- Additional funding for disadvantaged pupils is not effective in improving their progress. Recent changes have meant that teachers are now aware of who disadvantaged pupils are and that they need to catch up in reading, writing and mathematics. However, leaders have not yet fully embedded the pupil premium strategy.
- A recently improved curriculum ensures that pupils experience a range of appropriate subjects. In subjects such as science, pupils develop an increasingly complex understanding of scientific concepts. However, this is a recent change. At the beginning of this year, pupils did not develop their curiosity or understanding across a range of subjects.
- Staff morale has improved because leaders consider staff well-being and workload when introducing new policies. All staff who responded to Ofsted's questionnaire feel that the leaders provide effective support. All staff who responded agreed that they felt motivated and that they believe the school is well led and managed.
- During the past year, no parents or carers have responded to Ofsted's online questionnaire, Parent View. Nevertheless, parents who spoke to the inspector were positive about the recent improvements in standards.
- Extra funding to improve participation in sports is being used increasingly effectively. As a result, more pupils now participate in sports during lunchtime clubs, after-school clubs, and during the morning breakfast 'sport' club.
- The special educational needs coordinator (SENCo) works effectively with staff to plan support for pupils with SEND. Consequently, those pupils are well supported.
- The local authority has provided rigorous support. It holds regular meetings with leaders to monitor improvements. The local authority has an accurate view of the

school's strengths and weaknesses.

Governance of the school

- The previous governing body was replaced by the IEB in June 2018 because governors were not effective.
- IEB members have ensured that leaders are held to account rigorously in meetings. Members ask searching questions and challenge leaders to provide evidence to back up the assertions they make.
- Members use monitoring visits to check on the progress of the school improvement plan. For example, members visit the school to check on the behaviour of pupils by visiting classrooms.
- Members understand their safeguarding responsibilities and ensure that they undertake appropriate training.

Safeguarding

- The arrangements for safeguarding are effective.
- Checks on the suitability of staff are robust and appropriate. Staff have a clear understanding of their responsibilities for keeping pupils safe.
- Staff receive regular safeguarding updates and training. A new system has been put in place for staff to report safeguarding concerns. This is understood well by staff.
- Staff work well with external agencies. Any referrals to external agencies are made quickly and followed up appropriately.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is variable across year groups. Some teachers do not plan effectively to meet pupils' needs so that they can develop their knowledge, skills and understanding, particularly in mathematics and writing. Similarly, teachers do not always have high enough expectations of what pupils can do.
- Weaknesses in teaching in the past have meant that pupils have not developed well enough from their starting points. This has been compounded by high staff turnover. In some classes, within the past year pupils have had several different teachers, often on a temporary basis.
- Where teaching is stronger, teachers plan well to meet the needs of pupils. In these lessons, pupils are keen to listen to the teacher and participate in activities. Some teachers use questioning effectively so that the curiosity and knowledge of pupils is stretched. For example, Year 4 and 5 pupils answered questions about the types of language to use when describing Anglo-Saxon warriors. Pupils were able to extend their own vocabularies by listening to the suggestions of others in the class.
- Since the new executive headteacher started, there is a more consistent approach to assessment and questioning. Nevertheless, these improvements have not yet been fully embedded, and pupils have not made up the gaps in their understanding caused by previously weak teaching.

- Phonics teaching is not yet strong. Recent improvements have been made in this area. However, pupils in Year 1 do not develop their phonics knowledge well enough. As a result, too few pupils attain the skills and understanding they need to achieve expected standards in the Year 1 phonics screening check.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- Pupils' spiritual, moral, social and cultural development is not promoted well. For example, pupils have only a very basic understanding of different types of religious beliefs and of the importance of diversity and equality.
- The school has not previously had a coherent approach to raising the aspirations of pupils. Careers education is only in its infancy. Pupils are beginning to learn about future opportunities. Displays around the school promote an understanding of the possibilities for pupils' futures.
- Some pupils are sloppy in their appearance. For example, leaders are aware that pupils do not always wear their uniform with pride. Often, pupils do not wear the correct uniform.
- Pupils feel safe and understand how to keep themselves safe online. They remember key messages from assemblies and lessons. For example, Year 5 pupils explained to the inspector that they should speak to a trusted adult if they see something that worries them while they are online.
- Pupils believe that bullying is rare. When it does occur, staff make sure that it is dealt with effectively.
- Pupils are very positive about their school. They told the inspector that they enjoy school. Pupils are well cared for by staff.

Behaviour

- The behaviour of pupils requires improvement.
- Mostly, pupils behave well in lessons. They follow teachers' instructions and are keen to get on with their work. However, when teachers' planning does not meet the needs of pupils, they lose interest in activities and distract those around them.
- In recent years, pupils' attendance has been well below that seen nationally in primary schools. Persistent absentee rates have also been well above averages. This year, leaders have tried hard to improve pupils' attendance and there have been some small signs of improvement. However, far too many pupils do not attend school regularly enough.
- During social times, pupils play well together and learn how to socialise. Pupils queue sensibly for their lunches and eat together sensibly in the dinner hall.
- Over the past three years, the proportion of pupils excluded from school has been well above the national average. In the current year, this rate is still above the national

average, but it has decreased dramatically.

Outcomes for pupils

Requires improvement

- In recent years, too few pupils in key stage 2 have developed the knowledge, understanding and skills necessary to reach age-related expectations in reading, writing and mathematics. Consequently, pupils have not been well prepared for their move into upper key stage 2 or their move to secondary school.
- In 2018, Year 6 pupils made well below average progress in writing and mathematics at the expected standard or higher. In reading, Year 6 pupils made average progress at the expected standard. No pupils reached the higher standard in reading. Similarly, pupils' progress in reading, writing and mathematics at the end of key stage 1, in 2018, was below average.
- Current pupils are making stronger progress in reading, writing and mathematics, particularly in Year 6. However, not enough current pupils reach age-related expectations in reading, writing and mathematics.
- Disadvantaged pupils do not make the progress of which they are capable. Although current disadvantaged pupils, in all year groups, are making better progress compared to last year, too few of them reach age-related expectations in reading, writing and mathematics because of previously weak teaching over time.
- In Year 1, in the past three years, not enough pupils have reached the expected levels in phonics because teaching has not been strong enough.
- Recent improvements in teaching mean that more current pupils are making stronger progress in English and mathematics. Pupils' gaps in their knowledge, understanding and skills are beginning to be addressed.
- In the wider curriculum, pupils are now beginning to deepen their understanding in subjects such as history and geography. However, the new, more stringent approach to the wider curriculum is still relatively new and has not yet led to pupils making sustained and strong progress across subjects.

Early years provision

Requires improvement

- Since March 2019, teaching has improved in the early years. Leaders in the early years are knowledgeable and experienced. As a result, recently, children have begun to make stronger progress towards attaining a good level of development. In particular, children's dispositions and attitudes towards learning have improved.
- In 2018, the proportion of children reaching a good level of development was below the national average. This proportion has increased in 2019.
- Recent improvements in teaching mean that staff have higher expectations of children. However, children are behind the expected levels of development, particularly in literacy and mathematics, because they have not experienced strong teaching for most of the year. Adults are working hard to address this.
- Children enjoy the improved outdoor areas. They play together well and develop their social and communication skills. For example, children take turns and consider each

other's different points of view when playing.

- Children enjoy adults reading to them. They listen carefully to stories and join in discussions about stories. This stimulates children's curiosity in books.
- Adults look after children well. There is a nurturing environment in the early years.
- Improvements in school-parent communications have ensured that parents are becoming more involved in their children's education. For example, reading journals are sent home so that parents can read with their children.
- Plans to spend extra funding for disadvantaged children in the early years tend to be based around improvements in provision for all pupils rather than as designated for disadvantaged children. Leaders do not yet have a deep understanding of how extra funding can benefit disadvantaged children so that they make better progress and catch up with other children nationally.
- Safeguarding is effective in the early years. Staff are well trained, and they understand how to create a safe environment where children feel safe.
- Children's behaviour has improved in comparison to the start of the academic year because of recently improved teaching. Adults ensure that children develop their own strategies for managing their own behaviour increasingly well. Children are mindful of the needs of others in their class.

School details

Unique reference number	118536
Local authority	Kent
Inspection number	10088134

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	Interim executive board
Chair	David John Stanley
Executive headteacher	James Williams
Telephone number	01227 464 956
Website	www.parksidecommunityprimaryschool.co.uk
Email address	officemanager@parkside.kent.sch.uk
Date of previous inspection	28 February–1 March 2017

Information about this school

- In November 2018, the local authority arranged for Garlinge Primary School and Nursery to provide leadership support for Parkside Community Primary School. This involved appointing the headteacher of Garlinge as the executive headteacher of Parkside in January 2019. Other leaders from Garlinge also provide leadership support.
- Parkside Community Primary School is smaller than the average-sized primary school. Reception and Year 1 pupils are taught in one mixed-age class. Years 3 and 4 pupils are also taught in a mixed-age class, as are pupils in Years 4 and 5.
- The majority of pupils are of White British background.
- The proportion of pupils who are disadvantaged is well above the national average for primary schools.
- The proportion of pupils with SEND is well above the national average for primary schools.

Information about this inspection

- The inspector observed learning, in some instances with the executive headteacher, in all classes across a range of subjects.
- The inspector held meetings with the executive headteacher, leaders and IEB members.
- Pupils' behaviour was observed in lessons, around the school and during lunchtimes.
- The inspector met with two representatives from the local authority.
- Documentation was scrutinised by the inspector, including the school's plans for improvement, the school's self-evaluation, reports on attendance and behaviour, records relating to pupils' safety, minutes of IEB meetings, and information on pupils' outcomes.
- The inspector looked at samples of pupils' work and spoke to parents during the inspection.
- The responses of 31 pupils to Ofsted's confidential questionnaire were considered and the inspector met with a selection of key stage 2 pupils.
- The inspector considered the views of staff from a meeting with a group of staff and from the responses of 13 staff to the confidential questionnaire.
- The inspector reviewed safeguarding records, including the central record of recruitment checks on staff.

Inspection team

Harry Ingham, lead inspector

Her Majesty's Inspector

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