

# Parkside House School

Station Road, Backworth, North Tyneside, Tyne and Wear NE27 0AB

**Inspection dates**

2 October 2019

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7*

- At the school's standard inspection in June 2018, this standard was met. The arrangements for safeguarding pupils remain effective.
- The school's safeguarding policy meets requirements and has been updated to include current legislation. Leaders have ensured that the updated policy is displayed on the website.
- Staff receive a wide range of training to help them to keep pupils safe. This training includes topics such as self-harm, child sexual exploitation and online safety training. Such training helps staff to support vulnerable pupils.
- Staff know what action to take if they are concerned about a pupil's well-being. The designated safeguarding lead and deputy work closely with the multi-agency safeguarding hub. Referrals are made appropriately where there are any concerns about pupils' welfare.
- Pupils spoken to during the inspection said that they feel safe in school. One pupil said that this school was safer than others he had attended, and another pupil commented that he felt comforted by staff.
- This standard continues to be met.

#### *Paragraph 9*

- At the school's standard inspection in June 2018, this standard was met.
- The school's behaviour policy gives clear guidance to staff on how to promote and reinforce good behaviour.
- Pupils respond to guidance and support from staff because of the strong and respectful relationships that are consistent across the school.
- All staff are trained in restraining pupils. However, this is used as a last resort to keep pupils safe, and when a range of other strategies have been exhausted. There is a positive approach to behaviour management which is based on pupils gaining credits for good work and behaviour. Pupils spoken with said that the reward scheme helps them to

keep on track.

- All incidents of difficult behaviour are carefully documented. This information is analysed regularly to check any patterns or trends. Leaders use this information to improve their approach to supporting pupils to control their behaviour. The monitoring of behaviour incidents shows that the behaviour of most pupils improves over time.

#### *Paragraph 10, 11, 12, and 13*

- At the school's standard inspection in June 2018, these standards were met.
- The school's anti-bullying policy sets out a clear approach to the prevention of bullying by promoting supportive and trusting relationships in a positive environment.
- Positive relationships which are based on trust and respect are promoted across the school. Pupils say that if they have any worries, they have a trusted adult to talk to.
- Pupils spoken with said that there was no bullying in the school. They trust that staff would resolve any incidents of bullying that might arise. One pupil said that 'everyone has needs and no one is left out'.
- A comprehensive health and safety policy reflects the work that leaders do to ensure that current legislation is complied with. Regular checks on the maintenance of the building and fire detection and protection equipment minimises potential risks.
- A fire risk assessment has been carried out for the whole building, which complies with the appropriate requirements. Fire safety officers oversee the training of staff and the planned evacuations that take place on a termly basis.
- A first-aid policy provides clear instructions to staff on what to do in the event of an accident. All staff are trained in first aid. Accidents are recorded appropriately in a bound book.
- A risk assessment policy provides staff with guidance to fulfil their role in safeguarding the welfare of pupils in their care.
- Leaders are very aware of potential risks to pupils. They ensure that risk assessments are carefully carried out and implemented for activities in school and when out on educational visits. Individual risk assessments take into account pupils' needs to keep them safe.

#### *Paragraph 15*

- At the school's standard inspection in June 2018, this standard was not met. This was because the inspector found that leaders had not ensured that the attendance of pupils was recorded accurately. As a result, rates of absence were higher than the school was recording.
- Since the previous inspection, leaders have introduced an electronic system for recording attendance. Staff are using appropriate codes and recording pupils' attendance accurately.
- Leaders are analysing patterns and trends in attendance. They are using this information effectively in order to provide support to pupils when their attendance falls below acceptable levels.
- The school's admission register has been transferred to an electronic system. This

contains all of the required information and is maintained in accordance with regulations.

- This standard is now met.

#### Part 4. Suitability of staff, supply staff and proprietors

##### *Paragraph 19, 20, 21*

- At the school's standard inspection in June 2018 this standard was met.
- The school makes all necessary checks for the suitability of staff, supply staff and proprietors who have access to pupils, in line with the statutory guidance.
- All checks are made before employment, written references are followed up by telephone and interviews include questions on safeguarding. Interviews are undertaken by staff who have had the safer recruitment training.
- The details and dates of checks are recorded on the school's single central record.
- This standard continues to be met.

#### Part 6. Information for parents

##### *Paragraph 32(1) and 32(1)c*

- At the school's standard inspection in June 2018, this standard was met.
- The safeguarding policy is available on the school's website. This policy meets current guidelines and is available for parents and carers to download. The policy was updated in September 2019.
- This standard continues to be met.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraph 34(1), 34(1)a and 34(1)b*

- At the standard inspection in June 2018, the inspector found that this standard was not met.
- School leaders were not evaluating the information that they have about pupils' emotional and academic progress, to assess accurately how well the school is doing. As a consequence, leaders were not able to identify actions that would help the school to improve.
- School leaders had not given teachers enough guidance to help them to improve further.
- The proprietor and governors had not challenged school leaders enough about the information given to them to ensure that the school is well led.
- Since the previous inspection, the headteacher has looked carefully at information collected on pupils' behaviour and achievement, to assess how well the school is doing. Areas for improvement have been identified and feature in the school development plan. Governors have been involved in setting out the priorities for the school. They will check on the progress of these priorities at governing body meetings.
- Following the last inspection, the headteacher has increasingly supported staff to improve their practice. Through visits to lessons, leaders coach staff in supporting individual pupils' needs and in classroom management. Formal lesson observations

provide a focus for staff to help improve their practice. Staff say that they feel well supported and that leaders are very approachable.

- Since the inspection, with the guidance of the headteacher, the proprietor and governors have taken action to be more involved in the leadership of the school. They are highly committed to the welfare of staff and pupils. With their increasing knowledge of the needs of the pupils, governors are directing their discussions with leaders on areas of success and concern.
- The proprietor and governors now receive a broader range of information about the school than they did before the previous inspection. Attendance, behaviour, safeguarding and achievement data are now regularly analysed and discussed at meetings. Governors have developed a responsibility for specific aspects of the work of the school, such as safeguarding and behaviour. They ask leaders searching questions.
- The chair of governors has worked closely with the headteacher to analyse any trends and patterns in the number of behaviour incidents that are recorded. This has resulted in an improvement in strategies to manage behaviour.
- The chair of governors has successfully recruited new governors with a range of skills. This will enable the governing body to support and challenge the headteacher in improving the school further.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

#### **Part 3. Welfare, health and safety of the pupils**

- 15. The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (13).

#### **Part 8. Quality of leadership and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrates good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

## School details

Unique reference number	135001
DfE registration number	392/6011
Inspection number	10118834

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School status	Independent school
Age range of pupils	10 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	30
Of which, number on roll in sixth form	3
Number of part-time pupils	1
Proprietor	Joseph Thompson
Chair	Ken Thompson
Headteacher	Mrs Belinda Young
Annual fees (day pupils)	£28,457–£34,094
Telephone number	0191 216 1051
Website	<a href="http://www.parksidehouseschool.co.uk">www.parksidehouseschool.co.uk</a>
Email address	<a href="mailto:admin@parksidehouseschool.co.uk">admin@parksidehouseschool.co.uk</a>
Date of previous standard inspection	26–28 June 2018

## Information about this school

- Parkside House School is a special school for pupils who have behavioural, emotional and social difficulties. It is located in converted farm buildings on the outskirts of Backworth, North Tyneside.
- The school is registered for 35 pupils aged 10 to 19 years. There are currently 30 pupils on roll, one who is attending part-time, temporarily because the pupil is new to the

school.

- All pupils have statements of special educational needs or education, health and care plans. Two pupils are looked after by their local authorities.
- The school uses Northumbria Youth Action, Barnardo's, Meadowell Connected, Hilltop Farm and Winnies Community Garden as alternative providers.
- The school opened in 2005, following the closure of its predecessor school in 2005. The school's last standard inspection was in June 2018, when it was judged to require improvement.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection following the school's standard inspection in June 2018.
- The inspection was carried out with no notice to the school.
- During this inspection, the inspector held meetings with the headteacher, staff, pupils, the chair of governors, who was also the proprietor's representative, and a governor. The inspector also held telephone conversations with a parent and the multi-agency safeguarding hub.
- The inspector checked the school's safeguarding policy and a range of other policies on the website and the school's register for pre-employment checks.
- The inspector toured the classrooms to meet pupils in lessons.

## Inspection team

Suzette Garland-Grimes, lead inspector

Ofsted Inspector



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