

Inspection of Parkside Studio College

Wood End Green Road, Hayes, UB3 2SE

Inspection dates: 16–17 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils' experiences at this school are mixed. Too many changes to staffing have interrupted their learning. This includes learning in mathematics and science. The new teachers in these subjects are working hard to help pupils catch up.

Pupils enjoy their work-based courses, for example in hair and beauty and in hospitality and catering. They also enjoy working regularly with employers, including during the enrichment weeks. Pupils do not enjoy the long school day or the way in which the school's terms do not match those of their siblings or friends who attend other schools. Many said this was the thing they liked least about their school.

Pupils told us they feel safe at the school. This includes the pupils with special educational needs and/or disabilities (SEND) we met. Pupils say that bullying is rare. The school's records show this too. The pupils we spoke to all identified an adult they would approach if they had any worries.

Staff have high expectations of pupils' behaviour. Pupils' conduct around the school is calm, respectful and orderly. Staff work hard to support pupils who struggle to manage their own behaviour. Some pupils do not come to school regularly enough.

What does the school do well and what does it need to do better?

Though leaders want pupils to do well, they have not made sure that pupils receive a good-quality education. The school's inability to recruit and retain staff has affected pupils' learning in some subjects, particularly geography and business studies.

Pupils do well in their work-related learning courses. Many gain valuable qualifications in these subjects. All pupils who leave the school at the usual time progress to further education or training. Pupils develop strong practical skills in hair and beauty, hospitality and catering, and creative digital media production. They are expertly taught by specialist staff. Pupils improve their skills by learning in workshops which closely mirror the world of work. Teachers plan work which builds and deepens pupils' understanding. Aspects of the curriculum in work-related subjects and performing arts are not as well organised as they should be. For some lessons, pupils complete the work set by their teachers under the supervision of other staff. This is because the specialist teachers are not available for every lesson. This means that pupils do not get the specialist help they need quickly.

Leaders have made improvements to the curriculums in English, mathematics and science. Leaders know that many pupils join the school having fallen well behind in these subjects. They make sure that pupils are taught the key knowledge they need in these subjects before they start their GCSE courses. This approach works well for the pupils who are furthest behind. Teachers do not always adapt the curriculum well enough for pupils who are ready for more challenging work, for example in mathematics.

This year, leaders have tried to get pupils to read more. They know that many pupils do not read regularly and some lack confidence in reading. Leaders make sure that all pupils spend time reading each week in the library. Leaders do not know what difference this is making.

Pupils with SEND are well supported by the teaching and learning assistants. Like other pupils in the school, though, their experiences are hampered by changes to staffing.

The school promotes aspects of pupils' personal development very well. For example, pupils have regular opportunities to work with employers. These improve their understanding of future career opportunities. Pupils studying health and social care have first-rate work placements. Some go on to secure further training and employment as a direct result of these placements. The curriculum is carefully planned to help pupils understand modern British values. Pupils are well informed about how to stay safe and healthy. They also value the weekly personal mentoring sessions the school provides. Some pupils do not have opportunities to take part regularly in physical exercise.

Leaders work hard to support pupils who join the school part-way through the year. Some of these pupils have complex needs. For example, some have struggled to manage their behaviour in other schools, others have a history of poor attendance and some have recently arrived in the United Kingdom. Leaders have made a big difference to improving the life chances of some pupils who have struggled at other schools. This includes helping pupils to improve their attendance and behaviour. Nevertheless, too many pupils do not come to school regularly enough. The proportion of pupils who are temporarily excluded is reducing. Previously, it was too high.

Trustees know that the school faces considerable challenges. The school is undersubscribed. Trustees also know that they have not supported school leaders well enough until recently. Improved governance arrangements, in place since July 2019, are helping to improve the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders from the trust ensure that all the necessary checks on staff are carried out before they begin working at the school. The records of these checks are carefully maintained. Leaders also work closely with the local authority to ensure that the whereabouts of pupils who leave the school mid-year are known. Staff receive regular safeguarding updates. These keep them up to speed with changes to their legal duties. Simple and effective systems help staff report any concerns about a pupil quickly. Leaders hold teachers to account for carrying out their safeguarding duties responsibly. The school's curriculum makes sure that pupils are very well informed about how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Problems recruiting and retaining staff have a negative impact on pupils' learning. This is a particular issue in this small school with very small subject departments. Trustees should draw on expertise from across the trust so that that pupils' education in subjects such as geography and business studies is not impeded by individual members of staff leaving the school.
- Strong aspects of provision for work-related learning are undermined in some subjects because of poor curriculum organisation. Leaders should reorganise the curriculum to ensure that pupils consistently receive teaching in their work-related courses from staff with the necessary expertise. Similar arrangements should be implemented in performing arts.
- The changes made to the English, mathematics and science curriculum to support pupils with low prior attainment do not benefit all pupils. Leaders should adapt the curriculum by planning more frequent opportunities for pupils to progress to more demanding work when they are ready. This includes by sequencing the mathematics curriculum more carefully so that pupils learn to apply their knowledge to increasingly complex problems.
- Leaders have introduced a new approach to improve pupils' reading. This includes weekly library lessons for all pupils. Leaders do not monitor closely enough whether this strategy is working. Leaders need to plan more carefully how they intend these sessions to be used and how they will check whether they are making enough difference to pupils' enjoyment of and attainment in reading.
- Some pupils' personal development is impeded by the absence of physical education (PE) in the curriculum. Pupils told us they would like to do PE to help improve their physical fitness. Leaders should provide more regular opportunities for pupils to experience the benefits of an active lifestyle.
- Trustees know they have not supported the school or its pupils well enough until this year. They are now playing a more active role in providing the support and challenge the headteacher needs. This term they have provided additional leadership capacity by employing a school improvement adviser. This support should be maintained until the school can be certain that pupils receive a consistently good quality of education. Trustees should maintain the deep and regular oversight of the school they have put in place since the summer term.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138368
Local authority	Hillingdon
Inspection number	10110358
Type of school	Secondary comprehensive
School category	Academy studio school
Age range of pupils	13 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	Board of trustees
Chair of trust	Marie Ashley
Principal	Karina Porter
Website	www.parksidestudiocollege.co.uk
Date of previous inspection	4–5 July 2017

Information about this school

- The school is part of the Rosedale Hewens Academy Trust.
- The school is undersubscribed. It has spaces for 300 pupils. Far more pupils arrive and leave during the school year than is usually seen.
- Sixth-form provision is provided across the trust. There are too few students registered in the sixth form at Parkside to report on the sixth form without identifying individual students.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held discussions with the principal, other staff and senior staff from the multi-academy trust. We also met with trustees.
- We looked at a range of documentation, including the school's safeguarding policy, self-evaluation and curriculum plans.
- We looked closely at English, mathematics, science and performing arts. Other subjects, including work-related learning, were also considered as part of the inspection. We discussed these subjects with leaders, pupils and teaching staff.

We visited lessons and looked at pupils' work.

- One parent made comments using the Ofsted free-text service. No questionnaires from staff or pupils were received.

Inspection team

Daniel Burton, lead inspector

Her Majesty's Inspector

Vikram Gukhool

Ofsted Inspector

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