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Karina Porter
Principal
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Dear Ms Porter

Additional, remote monitoring inspection of Parkside Studio College

Following my remote inspection with Sophie Welch, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in October 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Since the previous inspection, there have been a few changes to the senior leadership team. Staff vacancies have been filled.
- During the autumn term 2020, about half of pupils worked from home during periods of self-isolation. A small number of pupils experienced remote learning more than once due to repeated periods of self-isolation.
- At present, nearly all pupils are being educated at home. This includes vulnerable pupils and those with special educational needs and/or disabilities (SEND). This is to ensure that pupils' medical needs are met.
- At the time of this inspection, a small number of staff were absent due to COVID-19. Leaders ensure that there are adequate staff so that pupils' learning is not disrupted.

Main findings

- Leaders and governors are taking the necessary steps to provide education in the current circumstances. Pupils have access to the resources they need for remote education, including laptops and paper-based learning packs for those pupils who need them. Staff and pupils received training in using technology, which helped the school to move easily to online education. Pupils follow a planned programme of learning.
- You have worked hard to strengthen the curriculum since the school's previous inspection. By the start of the pandemic, curriculum leaders and staff were identifying the key knowledge they want pupils to learn and remember in different subjects. This work continues.
- Leaders have supported staff to adapt the curriculum to meet current challenges. Teachers provide the full range of curriculum subjects to all pupils. Generally, leaders and staff have made only minor adjustments so that pupils learn the planned, essential subject content. In English, teachers have made some changes to the order in which key content is learned, for example poetry is now earlier in the sequence, enabling pupils to write their own poems. In physical education, pupils are not following the usual curriculum content and teachers provide links to relevant websites to help pupils to keep active. Vocational courses have continued as normal. Pupils have completed their coursework. In the future, to help pupils get back on track, leaders plan to prioritise practical elements of subjects such as science that have been more difficult to deliver at the current time. In addition, regular checks on pupils' work help to identify whether essential learning has been remembered and where there may be gaps to fill in the future.
- Leaders are strengthening pupils' welfare and well-being. They have close links with the local authority and work with social workers to meet pupils'

needs. Leaders also ensure that pupils in Year 11 continue to follow their normal timetable of lessons in all subjects. This includes the programme of careers information and advice to guide pupils' post-16 study choices.

- Effective action ensures that vulnerable pupils and the children of key workers receive an education either on site or at home. A small proportion of pupils attend school on site. Leaders use their extensive knowledge of pupils as individuals to identify how best to help those working remotely. They support vulnerable pupils to access learning effectively. Staff contact those who are at home at least twice a week to check on their well-being and to support them with their learning. Pupils working at home and in school receive access to the same learning.
- Reading and literacy continue to have a high priority. Staff are working to develop pupils' writing and consolidate previous work on reading.
- Leaders' plans to support pupils with SEND are well organised. Staff are in regular contact with families in order to identify the best way to help pupils. Pupils with SEND continue to receive individual help where necessary, including timely additional tailored support.
- The interim executive board (IEB) has made sure that staff have the necessary technology and training to provide remote education. It has well-established procedures to review the curriculum regularly. This includes visiting lessons, weekly meetings with subject leaders and checking pupils' learning. These provide members of the IEB with up-to-date information. They use this information to hold leaders to account. Members of the IEB are taking effective actions to ensure that all pupils receive education during the current circumstances.
- Support from the trust has helped you to fill staff vacancies, including in vocational subjects where there were gaps in the past. Trust staff support the school's work to improve the curriculum and provide suitable challenge where necessary. Working in partnership with the trust has also helped to ensure that the school's staff benefit from training, including to develop their subject expertise. Staff are encouraged to extend their professional qualifications through ongoing training. They welcome these opportunities for professional development.

Evidence

This inspection was conducted remotely. We held meetings with you, senior leaders, multi-academy senior officers and the chair of the interim executive board to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also visited online lessons and sampled those that had been recorded. We also viewed a presentation given by pupils on well-being and spoke with staff about safeguarding.

I am copying this letter to the chair of the executive board, chair of the board of trustees and the chief executive officer of the Rosedale Hewens Academy Trust, the regional schools commissioner and the director of children's services for Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Brian Oppenheim
Her Majesty's Inspector