

Inspection of a good school: Parkside School

Parkside Terrace, Cullingworth, Bradford, West Yorkshire BD13 5AD

Inspection dates:

15 and 16 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Teachers plan lessons which help pupils to remember important knowledge. Pupils enjoy learning at this school. Leaders have made sure the curriculum has the scope of the national curriculum. But some pupils are reluctant to talk about their learning. Their attitudes to learning are variable too. Some pupils do not produce the quality of work they are capable of. Pupils say they generally feel safe.

The school has a high proportion of pupils who have additional needs and has a specially resourced provision for pupils with special educational needs and/or disabilities (specially resourced provision) on site. The school works hard to cater for the needs of these pupils despite significant restrictions related to the facilities available. Leaders are determined to overcome the challenges some pupils face daily and allow them full access to the curriculum.

Staff have high expectations of all pupils. However, pupils do not always meet these expectations. They do not always behave well around the school. Some pupils lack respect towards each other and towards staff and visitors.

The school has always offered pupils lots of opportunities for learning beyond lessons. The pandemic has limited these opportunities to a large extent. Leaders are making sure these opportunities are in place again as soon as possible. Many pupils, including those who are disadvantaged, take part in a range of clubs and activities. Leaders also make sure any support pupils need is available to them, for example mental health and well-being support. Leaders have recruited new pastoral staff to provide even more support for those who need it.

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

Leaders have planned the curriculum so it is ambitious for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Lessons follow a sequence which makes sense to pupils. Pupils build up knowledge and skills and remember important concepts. However, some teachers do not consistently check pupils' understanding. Consequently, they do not always identify the things pupils might struggle with. In some cases, pupils' work does not meet teachers' expectations. When this happens, it is not always challenged effectively so that pupils improve their work. This occurs more in key stage 3 than elsewhere. But pupils do get extra help if they need it. This helps them keep up with their learning.

Many pupils enjoy learning in English, science and history. They can see how teachers help them to understand and remember the content. But they are not always confident to talk about their work. The work in pupils' books is not always well presented and of a high standard.

The curriculum in modern foreign languages is high quality. Leaders plan the way pupils learn carefully. They use sentence builders and research-based techniques to help pupils master the language. This helps pupils to achieve. Because of this, more pupils are choosing to study a language at key stage 4.

Students in the sixth form enjoy planned and sequenced lessons. They receive feedback from teachers. This helps them to improve their work and develop their thinking.

Pupils do not always behave well at this school. There are some pupils who do not meet the standards demonstrated by others. Leaders are providing extensive support to those pupils who show challenging behaviour. But there is much more work to be done to make sure behaviour improves across the school.

Pupils say that if bullying occurs, leaders deal with it effectively.

Leaders encourage pupils to report other pupils' inappropriate comments. This includes any behaviour which makes pupils feel uncomfortable. School records show that leaders take appropriate action if such incidents occur.

Leaders have put in place a strong programme of careers advice and guidance for pupils. This meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. However, the pandemic has had an impact on this. Pupils say they are happy with the advice and support they receive. Inspectors agree that the support is high quality.

Leaders have made some improvements since the last inspection. They have done so in challenging circumstances because of the pandemic, taking into consideration the well-being and workload of staff. Staff report that they want the school to improve further. They believe that improving behaviour is a priority.

In discussion with the headteacher, the inspectors agreed that improving the behaviour of pupils and ensuring that all pupils are meeting expectations in their learning may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that the procedures for checking, recruiting and training staff are robust. All staff have regular safeguarding training. As a result, staff take the appropriate action to ensure that pupils receive the help they need. All staff and pupils know who to talk to when they have a concern.

Leaders have worked hard to make sure pupils are supported if they have concerns or worries. Leaders have invested in pastoral support for pupils.

Pupils learn how to keep themselves safe, including when online. Pupils know the names of the designated safeguarding leads in the school. They understand what leaders can do to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all pupils produce the quality of work expected of them. So, not all pupils are remembering the key knowledge they need. Leaders should make sure that teachers have high expectations of all pupils.
- The school behaviour policy is not consistently used by everyone. Because of this, behaviour around the school is not always as it should be. Leaders should ensure that the behaviour policy is consistently applied by all staff.
- Pupils' attitudes to learning, each other, staff and visitors to the school are variable. A significant number of pupils show a lack of respect for their peers and adults. Leaders should continue to create shared visions and goals to change attitudes.
- Leaders are considerate about the workload and well-being of staff. But support for behaviour management is inconsistent. As a result, a significant number of staff believe behaviour is a concern. Leaders should continue to work with staff to improve staff's perception and pupils' behaviour.
- Leaders acknowledge that communication with parents and carers is an improvement area. A significant number of parents and carers have negative views about the school. Leaders should continue to engage with parents and carers to showcase the school's positive work and change their views.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

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 information from Ofsted Parent View 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 are the school and you are 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	132217
Local authority	Bradford
Inspection number	10200174
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,168
Of which, number on roll in the sixth form	127
Appropriate authority	The governing body
Chair of governing body	Shirley Rainford
Headteacher	Katharine Needham
Website	www.parksideschool.net
Date of previous inspection	5 and 6 October 2016

Information about this school

- The school has a specially resourced provision on site designated to support pupils with an autism spectrum disorder.
- The proportion of pupils with SEND is well above average.
- A small number of pupils attend off-site alternative provision at Pipeline, Bradford College, Keighley College and James Project.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, curriculum leaders and other members of staff. The lead inspector met with a group of governors, including the chair of governors. He took account of the 92 responses to Ofsted’s staff survey.
- Inspectors observed pupils’ behaviour in lessons and around the school, including at breaktime and lunchtimes. They gathered pupils’ views about the school through formal and informal discussions. They took account of the 157 responses to Ofsted’s pupil survey.
- Inspectors scrutinised a range of documentation, including the school’s self-evaluation and improvement plans, minutes of governing body meetings and safeguarding documents. Information relating to pupils’ behaviour and attendance was evaluated.
- Inspectors took account of the views of 160 parents who responded to the online questionnaire, Ofsted Parent View, along with 152 responses submitted as free text.
- Inspectors looked in depth at the following subjects: English, science, modern foreign languages and history. In doing so, inspectors visited classes across year groups and reviewed pupils’ work. Inspectors also visited other subjects across the school.

Inspection team

Barry Found, lead inspector

Ofsted Inspector

Marc Doyle

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