

# Inspection of Parkfield School

Hurn, Christchurch, Dorset BH23 6DF

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Inspection dates: 10 and 11 January 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Most pupils typically behave well and enjoy coming to school because leaders have recently raised their expectations of them. However, some staff do not apply these expectations consistently. Therefore, some pupils' attitude towards their learning is not always positive. Consequently, there is still too much low-level disruption, which impedes the learning of others.

Relationships between staff and pupils are generally respectful. However, some pupils do not show enough respect towards others. On occasion, there are instances of sexist language and behaviour. Most pupils feel safe while at school and have confidence in leaders to deal with bullying. However, a minority of pupils and parents do not feel confident that issues will be resolved.

Younger pupils relish their daily 'drop everything and read' sessions. Older pupils appreciate opportunities to support younger pupils. For example, they help them with reading or to take part in sporting activities. In the Christmas production, for example, pupils of all ages enjoyed performing together.

Pupils are beginning to develop an understanding of how to be a good citizen. They like raising money for charitable causes, such as Children in Need. Some pupils carry out leadership roles as prefects or anti-bullying ambassadors. Leaders are determined to make the school an inclusive place for all. For example, pupils of all ages welcome refugees from Afghanistan who have joined the school.

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

Leaders have designed the curriculum to take advantage of the all-through nature of the school. In most subjects, knowledge and skills are well sequenced. This starts in the early years and leads to what pupils need to know by Year 11. However, there is still too much variability in how ambitious subject curriculums are and whether they are put into place as intended. This means that pupils do not always learn the most important knowledge they need. Furthermore, teachers' use of assessment does not routinely identify gaps in knowledge or misconceptions that pupils have. This impedes pupils' future learning.

Although they are safe and well cared for, some children in Reception Year gain a weaker foundation for future learning than others. Staff do not focus sharply enough on developing children's language. As a result, children do not develop and extend their vocabulary as well as they could.

In the primary phase of the school, leaders have prioritised reading. The early reading curriculum develops pupils' reading fluency and accuracy. Where this curriculum is effective, pupils develop confidence and read books matched to their

phonic knowledge. However, the curriculum is not always well taught. When this is the case, pupils do not learn to read confidently.

The needs of pupils with special educational needs and/or disabilities (SEND) are not identified precisely. Consequently, the curriculum for some pupils with SEND is not adapted well enough. This limits how successfully some pupils learn the curriculum.

The personal development programme gives pupils an age-appropriate understanding of healthy relationships. However, other aspects of the personal, social and economic curriculum are not embedded fully. For example, pupils do not develop sufficient understanding of important topics, such as democracy, to be able to discuss them in depth. Older pupils receive useful careers information, advice and guidance and undertake meaningful work experience. The school meets the requirements of the provider access legislation.

Staff are proud to work at the school. However, they do not feel that workload is managed well. Leaders have devised a professional development programme to support teachers to develop their expertise. Nonetheless, at present, this has not had the impact that leaders intend.

Trust leaders and governors provide appropriate support to school leaders to bring about the improvement needed. However, they do not always have an accurate enough view of the quality of education that the school provides.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They assess risk and make appropriate referrals to safeguarding partners. Leaders have created their own 'team around the school', securing effective partnerships with external agencies. This helps to protect children. If support is not forthcoming, leaders are not afraid to challenge.

Leaders have devised suitable policies and practice in relation to harmful sexual behaviour. Procedures for safeguarding pupils in alternative provisions are robust. There are effective arrangements for the safer recruitment of staff and the management of safeguarding concerns about adults.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Expectations of pupils' behaviour are not consistently demonstrated by some pupils or applied by some staff. As a result, there is too much low-level disruption,

which inhibits learning. Leaders should ensure that high expectations and clear routines are firmly established and applied consistently.

- The early years curriculum does not focus sharply enough on developing children's language. Consequently, children are not well prepared for future learning. Leaders should ensure that teaching better supports children's development of vocabulary.
- The needs of pupils with SEND are not met consistently. Therefore, some pupils with SEND do not learn the curriculum successfully. Leaders should ensure that the needs of pupils with SEND are identified accurately, and that the curriculum is adapted to meet these.
- Assessment is not used effectively. Teaching does not habitually address gaps in pupils' knowledge, nor respond to pupils' misconceptions. As a result, pupils do not always remember the most important knowledge they need for future learning. Leaders should ensure that assessment is used to inform teaching and support pupils to consolidate their learning.

## 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.

## 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

<b>Unique reference number</b>	146386
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10256589
<b>Type of school</b>	All-through
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	504
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marcus Agius
<b>Headteacher</b>	Jeremy Payne
<b>Website</b>	<a href="http://www.parkfieldschool.org">www.parkfieldschool.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Parkfield School is part of the Reach South multi-academy trust, which it joined in September 2018. When its predecessor school, Parkfield School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school uses five registered alternative providers. It also uses one unregistered alternative provider.
- There is a greater proportion of pupils with SEND and pupils who have an education, health and care plan than is seen nationally.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 held discussions with the headteacher, members of the senior leadership team, curriculum leaders, members of the local governing body and a member of the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and performing arts. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

### **Inspection team**

James Oldham, lead inspector	His Majesty's Inspector
Jo Randall	Ofsted Inspector
John Weeds	Ofsted Inspector

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