

Inspection of a good school: Parkside Primary School

21 Wellington Avenue, Chingford E4 6RE

Inspection dates:

8 and 9 March 2023

Outcome

Parkside Primary School continues to be a good school.

What is it like to attend this school?

Pupils, families and staff are proud to be a part of this caring and inclusive school community. Pupils readily demonstrate the school motto of being 'proud to shine'.

Leaders know pupils and families well. They have high aspirations for what pupils can achieve. Staff expect pupils to work hard and do their best. Pupils are enthusiastic about their lessons, and this is reflected in the way that they are keen to learn and remember more across subjects. Pupils achieve well.

Leaders have high expectations for pupils' behaviour, both in and out of the classroom. Pupils meet these expectations well. Behaviour is calm and disruption to learning is rare. Pupils are very polite, considerate of others, and develop close friendships with one another. Bullying is rare. Pupils are confident that if it did happen, adults would deal with it. Pupils are happy to come to school and are kept safe.

Pupils appreciate the broad selection of after-school clubs that are available. These include gardening, police cadets, and drama. Pupils also enjoy regular educational trips and residential visits. They especially value having the chance to make a positive difference to school life, such as being a sports crew ambassador, or representing their class on the school council.

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

Leaders have created a curriculum that meets the needs and interests of all pupils. It is ambitious and lays out the knowledge and skills to be taught in a logical order. Typically, pupils develop their knowledge well and remember it in the long term. Nevertheless, although pupils can speak confidently about their learning, some struggle to remember the subject-specific vocabulary that they have learned. This is because, at times, teaching does not ensure that pupils understand words securely and deeply.

Subject leaders are skilled and knowledgeable. They provide effective training so that teachers are well equipped to deliver the curriculum. Teachers have the expert knowledge that they need to teach subjects effectively. Suitable approaches and routines are in place for checking what pupils know and remember. These are used effectively by staff to prevent pupils from falling behind with their learning. This includes making appropriate adjustments for pupils with special educational needs and/or disabilities (SEND). As a result, pupils achieve well.

Reading has a high profile in the school. Children's development as readers begins as soon as they start in the early years. They enjoy books and listen to a range of stories, poems and rhymes. In Reception and Years 1 and 2, pupils benefit from a well delivered, ambitious approach to phonics teaching. All staff are well trained to deliver the phonics programme. Extra support is provided for pupils who need to catch up. Pupils read books that match the sounds they know. This helps them to become fluent and accurate readers. Leaders have chosen a range of engaging books as part of their goal of ensuring that pupils learn about different cultures and genres. Pupils enjoy the stories and books that their teachers share with them.

Children in the early years quickly settle into routines, and build warm relationships with adults. The curriculum excites children about learning and ensures that they develop the knowledge and skills they will need for later years. For example, in mathematics, children are supported to be confident in recognising numbers, counting and identifying simple shapes. Children revisit and secure what they know by exploring numbers and shapes in their environment, for example through their 'messy play'. Leaders and staff make sure that children are well prepared for their learning in Year 1.

Those responsible for SEND are experienced and knowledgeable and have high expectations for pupils. They draw upon the expertise of a wide range of external agencies. This ensures that pupils' needs are identified quickly and accurately, and that they receive high-quality support. Leaders ensure that pupils with SEND learn the same curriculum as their classmates and achieve well. These pupils are included in all aspects of school life.

Leaders have ensured that pupils take part in a wide range of opportunities to support their broader development. Pupils are taught about difference and to respect other cultures, faiths and beliefs. Pupils learn about diversity, and why it is important to be tolerant of others. They are also taught about the importance of developing healthy lifestyles and relationships. Pupils are well prepared for life in modern Britain.

Governors take an active role in the life of the school. They know the school very well and carry out their statutory duties effectively.

Staff are happy and proud to work at the school. They explained that leaders and governors are considerate of their well-being and workload. Staff feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff know and understand their safeguarding responsibilities. They have established a culture where staff report any concern about a pupil, no matter how small. Staff receive regular and up-to-date training and know the signs that a pupil may be at risk. Leaders follow up any concerns quickly and effectively.

Staff teach pupils about the risks that young people can face in their local area. Pupils learn how to keep themselves safe in school and at home. This includes learning about safer use of technology, physical and mental health and how to form positive friendships.

Leaders make appropriate checks on staff and visitors to the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teaching does not provide sufficient opportunities for pupils to recap key vocabulary in a subject. This means that pupils' understanding and recall of these words are less secure. Leaders should ensure that pupils are given sufficient time and opportunities to learn the key vocabulary in each subject so that it sticks in their long-term memory.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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

Unique reference number	103081
Local authority	London Borough of Waltham Forest
Inspection number	10255478
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	675
Appropriate authority	The governing body
Chair of governing body	Peter Herrington
Headteacher	Lisa Cousins-Keuning
Website	www.parksideprimaryschool.org
Date of previous inspection	26 September 2017, under section 8 of the Education Act 2005

Information about this school

- Parkside Primary school is larger than the average-sized primary school.
- The school runs a breakfast club and an after-school club.
- Leaders do not currently make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, deputy headteacher, other leaders and staff at the school. They met with 10 governors, including the chair of the governing body. An inspector also met with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, physical education, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, and spoke to teachers and pupils about

their learning. Inspectors also looked at samples of pupils' work. Other subjects were also considered as part of this inspection.

- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to behaviour.
- Inspectors met with groups of pupils to talk about their work, behaviour and their experiences of school. They also observed pupils' behaviour at break and lunchtimes.
- Inspectors considered the responses to Ofsted Parent View and to Ofsted's questionnaires for staff and pupils.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's policies, met with the leader in charge of safeguarding, spoke with pupils, staff and governors, and checked relevant safeguarding documentation and records.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

Ben Carter

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023