

Inspection of Parkwall Primary School

Earlstone Crescent, Cadbury Heath, Bristol, Somerset BS30 8AA

Inspection dates: 28 February and 1 March 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Leaders ensure that pupils' starting points are not a barrier to their education. They have high expectations of everyone connected with Parkwall. Pupils show the school values of aspiration, collaboration, resilience and responsibility. They are proud of their school. Pupils feel secure, safe and cared for by staff. Parents and carers agree.

Pupils' behaviour is exemplary. They display highly positive attitudes in lessons. Pupils eagerly participate in classroom discussions and listen carefully. Their learning is uninterrupted by others. At playtimes, they play well with one another. Pupils say that bullying does not happen. However, they say that staff would resolve it if it did.

Leaders have designed an exceptional personal development programme. They have developed effective partnerships with other organisations, such as a local university, to help enhance this. Leaders ensure that pupils have a range of experiences that they may not otherwise have. For example, pupils increase their cultural understanding through theatre and museum visits. Pupils participate in clubs such as art and tag rugby. This enables them to pursue their talents and interests. Pupils develop character and resilience through residential trips. They enjoy sporting success when competing against other schools.

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

Leaders, including governors, have created an aspirational culture. They have high expectations of pupils, staff, families and themselves. Leaders relentlessly review aspects of the school's work. They prioritise vulnerable pupils in their decision-making. For example, there are clear strategies in place to encourage disadvantaged pupils to attend breakfast club. This increases their attendance and punctuality.

Leaders have used the federation to help improve the school. Staff routinely work between both schools to develop their expertise. Leaders support teachers to develop their subject leadership. As a result, leaders at all levels are clear about the strengths and weaknesses of the school. Staff say that leaders always consider their well-being and take their workload into account.

Leaders have designed an ambitious curriculum, including for those pupils with special education needs and/or disabilities (SEND). This is informed by checking what pupils can do on entry to the school. For example, many pupils have weak communication and language skills. Consequently, leaders have created a programme of deepening pupils' vocabulary. This starts in the early years. It is highly effective. In Reception, the classroom environment promotes language throughout. By the end of key stage 2, pupils can discuss and understand complex words and concepts. For example, pupils discuss maturely the experience of people in the recent earthquakes in Turkey and Syria.

Reading permeates all aspects of the school, from Reception to Year 6. Leaders have ensured that there is a highly systematic approach in place. Teachers continuously

check what pupils can do. Pupils read books closely matched to the sounds they know. This helps them to become confident, fluent readers. Well-trained staff quickly spot any gaps in pupils' knowledge. They skilfully support those who do struggle. This allows them to keep up with their peers.

Leaders have carefully considered the books that teachers share with pupils and in what order. As a result, pupils read a rich range of texts and authors. They enjoy reading. Older pupils say that reading helps them to 'learn new things'.

Pupils recall well what they have learned in mathematics. They know key number facts to help them solve more complex problems. Pupils say that teachers describe errors as 'marvellous mistakes' and this helps them to improve. However, in some subjects, where the curriculum is not as established, pupils' recall is not as strong.

The school's work for pupils with SEND is a strength. Leaders have established a knowledgeable inclusion team. They closely check that the provision for pupils is suitable. The team has significant expertise in areas such as speech and language. They ensure early identification of pupils who need additional support. Pupils have precise, measurable targets closely matched to their need. Leaders review these regularly. As a result, pupils with SEND thrive.

The personal, social, health and education curriculum provides pupils with opportunities to talk about discrimination. They say that everyone treats each other equally. Through assemblies, staff celebrate pupils' achievements in line with the school values.

Leaders provide a wealth of leadership roles for pupils. These make a real impact in school. Through the school council, pupils have created the 'Parkwall On A Plate Restaurant' at lunchtimes. This encourages a calm and sociable experience for pupils. Well-being monitors play with, and support, other pupils at playtimes. They say this helps to promote healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of vigilance for all staff. They ensure that staff regularly complete training so that they have the most up-to-date knowledge. Leaders check how well staff recall the training. Staff record any concerns in a timely and detailed manner. Leaders take follow-up action as necessary. For example, they make referrals to the local authority. Staff work in partnership with families to help them secure any additional help they may need.

Leaders make thorough checks on staff's suitability to work with children. Governors oversee these checks.

Through the curriculum, pupils develop a good understanding of how to stay safe. This includes understanding healthy relationships and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum has been revised and is therefore new. In these subjects, pupils' recall is not as strong as in others. Leaders need to ensure that the curriculum in these subjects becomes fully embedded so that pupils know more across the whole curriculum.

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	109020
Local authority	South Gloucestershire
Inspection number	10240096
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Co-chairs of governing body	Wendy Lewin and Karina James-Wiltshire
Headteacher	Kathryn Absalom
Website	www.parkwallprimaryschool.co.uk
Date of previous inspection	23 November 2021 under section 8 of the Education Act 2005.

Information about this school

- The school is part of The Park and Parkwall Schools Federation.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the second 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 the evaluation of the school.
- Inspectors met with the executive headteacher, senior leaders, curriculum leaders and groups of staff. The lead inspector met with members of the local governing body and a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The lead inspector also spoke to pupils and looked at samples of their work in religious education, computing, and art and design.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the staff survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Emma Jelley

Ofsted Inspector

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