

Inspection of Parkside Studio College

Wood End Green Road, Hayes UB3 2SE

Inspection dates: 4 and 5 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are very happy in this small school. Pupils arrive in the school at a variety of different starting points and from a wide range of other settings, including from overseas. Leaders and teachers work hard to meet these pupils' very different needs. They make sure that pupils feel welcome, cared for and are safe.

Pupils follow a curriculum that is matched to their interests. As well as studying a core curriculum that includes English, mathematics and science, pupils choose from a range of very well-resourced vocational subjects. Pupils enjoy working in small class sizes. They benefit from using professional equipment, such as green screen technology in the creative design studio. This helps them to prepare for the world of work and further training.

Pupils' behaviour and attitudes to learning are positive. Pupils show respect for each other and their teachers. Leaders, teachers and pupils have created a sense of community. This is exemplified by participation in the weekly lunchtime karaoke session in the school dining area, sports clubs and the positive interactions between staff and pupils.

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

Leaders have thought very carefully about the curriculum. They know pupils' different starting points. Curriculum content for English, science and mathematics has been designed carefully so that pupils are well prepared for GCSE examinations in these subjects. Pupils apply the knowledge they learn in mathematics to other courses, for example calculating interest rates in business studies.

Teachers have strong subject knowledge and present information clearly. They check that pupils understand through careful questioning and regular assessment activities. This also helps pupils to remember more over time. Teachers know their pupils very well, including the needs of pupils with special educational needs and/or disabilities (SEND). Pupils at the early stages of learning to speak English as an additional language receive tailored support to boost their spoken and written English.

Vocational courses are taught by specialists in very well-equipped areas. The hair and beauty salon enables pupils to apply their skills in a professional setting. Pupils access the local radio station to experience a working broadcasting environment. Pupils start vocational courses in Year 9 and time to study a breadth of other curriculum subjects is limited. This means, for example, that pupils' understanding of world religions or important events in world history is not as well developed as their learning in other subjects.

Leaders have created a calm and orderly school. They support pupils to exercise self-control and succeed in their education. Pupils take pride in their learning and they are proud of their school. Discriminatory or unkind language is not tolerated.

Leaders ensure that pupils learn important life skills through a carefully thought-through programme of personal, social and health education. Sensitive issues are taught in an age-appropriate way, and experts from outside agencies regularly come to speak to the pupils. Pupils are encouraged to take on responsibility in the school council or as head boy and head girl. Leaders make sure that pupils broaden their horizons through a range of outings to places of interest and to universities. An ambitious programme of careers education ensures that pupils benefit from a range of experiences of the world of work, further education and training.

Leaders in the trust provide ongoing support for the school. Trustees have an overview of some of the key issues that the college is facing, particularly the low numbers in the sixth form. There has not been a local governing board in place for a long time. This means that there is limited routine scrutiny or support for leaders. Leaders have established a stable staffing body of subject specialists. Staff benefit from a very clear programme of professional development. Staff are very positive about working here and they feel very well supported. They know that leaders take their well-being seriously.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know every pupil very well. They are also very aware of the potential risks to pupils' safety and well-being. Leaders ensure that they put in place early support to prevent any issues from escalating. All staff are very well trained and updated on safeguarding issues. Staff report any concerns, no matter how small they may seem.

Pupils feel very safe at this school and said that this is one of the reasons they like the school so much. They know they can talk to any adult if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils start their vocational courses in Year 9. This means that time to develop pupils' understanding of other subjects, such as religious education, is sometimes limited. Leaders should take steps to ensure pupils learn important content from a range of curriculum subjects in Year 9 so that pupils build their knowledge.
- The number of students enrolled in the sixth form is low. This means that there is no sense of community for sixth-form students, and courses and resources are not utilised as intended. Leaders should take steps to increase the number of students who choose to study post-16 courses so that sixth-form students can be part of a learning community, making full use of the resources on offer.

- Governance has been in a state of transition for too long and there has been no local area board for some time. This means that there is limited routine scrutiny of the school's work, for example on curriculum decisions. Leaders at the trust should expedite plans to create a local area board so that school leaders can be supported and challenged in line with the published scheme of delegation.

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	138368
Local authority	Hillingdon
Inspection number	10287216
Type of school	Secondary Comprehensive
School category	Academy studio school
Age range of pupils	13 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	Board of trustees
Chair of trust	Stuart Duguid
Principal	Karina Porter
Website	www.parksidestudiocollege.co.uk
Dates of previous inspection	16 and 17 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Rosedale Hewens Academy Trust.
- The school does not use any alternative education providers.
- Many pupils join the school at the early stages of learning to speak English as an additional language.
- The school is undersubscribed. There are places for 300 pupils. Currently, too few students are registered at the sixth form at Parkside Studio College to enable Ofsted to report on the sixth form without identifying individual pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement 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 carried out deep dives in mathematics, science and media studies. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspectors also visited a range of lessons in other subjects, including hair and beauty therapy, business studies, and English. They looked at pupils' work and at curriculum information.
- Inspectors held meetings with the headteacher, members of the trust's leadership team and members of staff, as well as pupils. The lead inspector met with leaders responsible for SEND, behaviour and attendance, and pupils' wider development.
- The lead inspector looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- Inspectors considered the online survey responses from parents and staff.
- The lead inspector met with the chief executive officer of the trust and spoke with the chair of the trust.

Inspection team

Bob Hamlyn, lead inspector

His Majesty's Inspector

Fiona Jatta

Ofsted Inspector

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