

Inspection of Parkwood Hall Co-Operative Academy

Beechenlea Lane, Swanley, Kent BR8 8DR

Inspection dates:	8 and 9 July 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

The principal of this school is Simon Collins. This school is part of Parkwood Hall Co-Operative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Philip Osman.

What is it like to attend this school?

A friendly greeting welcomes visitors to this school. Staff support pupils to make a positive start to the school day. Clear and consistent routines help pupils to settle quickly and focus on their learning. Pupils know what staff expect of them, so they feel safe. Staff know the pupils very well. They treat pupils with utmost dignity and respect. High-quality care and support encourage pupils to reach their potential.

Pupils give their best effort and behave exceptionally well. Staff apply consistent language and use thoughtful approaches to respond to individual needs. These strategies help pupils to understand their emotions and the impact that their behaviour can have on others. Pupils manage their own behaviour effectively. They help their peers to overcome worries if needed. This fosters a calm and purposeful atmosphere throughout the school.

The school has reviewed and carefully organised its curriculum to meet pupils' special educational needs and/or disabilities (SEND). Staff have high expectations of what pupils will learn and do. The broad and balanced curriculum and staff's teaching build pupils' confidence and help prepare them with important life skills. As a result, pupils thrive and are well prepared for their next steps.

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

The majority of the school's ambitious curriculum is well ordered. It enables pupils to develop key knowledge in literacy and mathematics, alongside acquiring important life skills, such as communication and personal healthcare. Staff tailor the curriculum to meet individual needs, helping pupils work towards their aspirations for the future.

Across most subjects, teaching is adapted to reflect the aims outlined in pupils' education, health and care (EHC) plans. Staff use this information well to set personalised learning goals for pupils. Lessons are carefully designed so that pupils can work towards these goals while building the knowledge and skills needed for future learning. Therapeutic care plays a highly effective role in supporting pupils' development. Staff are attuned to pupils' SEND. They collaborate closely with parents and carers and professionals to identify and plan strategies that help pupils to overcome personal challenges. The school plans and evaluates its therapeutic support for pupils with much thought, ensuring that pupils receive high-quality care.

Teaching is designed to inspire and enthuse pupils. Staff use high-quality texts to spark pupils' imagination. Pupils use a range of suitable tools to help them visualise new ideas. Occasionally, teaching does not support pupils to think deeply enough about their learning. In some cases, staff miss important opportunities to help pupils to learn from making mistakes. This can limit pupils' ability to tackle challenges independently and apply reasoning skills in future situations.

The school's strategy for supporting a small number of pupils at the earliest stages of communication and language lacks clarity. The school does not ensure that staff understand the specific steps required to prepare these pupils for learning to read. As a

result, the school's teaching of foundational reading skills can be incidental, rather than carefully thought out and ambitious. This leads to inconsistent learning experiences for a minority of pupils.

Pupils who are ready to learn phonics are taught expertly by staff to develop their reading skills. When ready, most pupils become fluent, confident readers. Over time, they build a secure knowledge of important words. This helps students in the sixth form work successfully towards accreditation in preparation for appropriate post-19 education, training and employment pathways.

Staff consistently set high expectations for pupils' behaviour. Pupils respond very well, showing patience and perseverance. Staff support pupils who need help to manage their emotions, enabling them to return to learning quickly. Pupils regularly take community trips to practise crossing roads safely and engage positively with new people. Staff respond promptly to help pupils to overcome barriers to their attendance. Most pupils attend school often. They say that learning is enjoyable and that they don't want to miss a moment.

Preparation for independent adulthood is woven throughout school life. Pupils learn to take care of their health and hygiene. They enjoy cooking healthy, nutritious food. Pupils' regular supermarket trips with staff enhance pupils' understanding of finance and strengthen their social communication skills with shop employees. Pupils understand how to build positive, safe and trusting relationships. While pupils learn about different education and employment options, the careers programme is not yet well structured. As a result, some pupils may not explore the full breadth of career pathways available to them.

Trustees hold leaders to account effectively. They ensure that resources are used wisely and in pupils' best interests. Staff value the wealth of training and support they receive, which helps them feel informed and optimistic about the school's next steps on its journey of improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's strategy to support pupils at the earliest stages of reading and communication lacks structure and ambition. This means that a few pupils do not develop the skills they need to learn well. The school should ensure that staff have the knowledge and skills to support pupils to be ready to learn to read and communicate.
- Some teaching is not adapted sufficiently to help pupils to address misconceptions and learn from their mistakes. Consequently, some learning activities do not provide pupils

with opportunities to secure and deepen their knowledge sufficiently well. The school should ensure that staff have the expertise they need to help pupils to act on feedback and address misconceptions.

- The school's careers programme is not yet fully developed. As a result, it does not provide all pupils with the important experiences and knowledge they need to make informed decisions about their future. The school should ensure that the careers programme is suitable and ambitious, so pupils have the knowledge they need about the world of work and career pathways.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141957
Local authority	Kensington and Chelsea
Inspection number	10345995
Type of school	Special
School category	Academy special converter
Age range of pupils	8 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	136
Of which, number on roll in the sixth form	36
Appropriate authority	Board of trustees
Chair of trust	Phillip Osman
Principal	Simon Collins
Website	www.parkwoodhall.co.uk
Dates of previous inspection	10 and 11 October 2023, under section 8 of the Education Act 2005

Information about this school

- Parkwood Hall Co-operative Academy is a special school that support pupils with a wide range of needs, including autism and moderate and severe learning difficulties. Many pupils also have associated conditions, including speech, language and communication and social, emotional and mental health needs. All pupils at the school have EHC plans.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any ongoing impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The inspectors also met with representatives of the board of trustees, including the chair and vice-chair.
- The inspectors met with a representative from two different local authorities.
- The inspectors carried out deep dives in these subjects: communication, literacy and language; physical development; personal, social and emotional development; and mathematics and numeracy. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work. Inspectors also looked at other aspects of the school's therapeutic provision on the second day.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also took account of the responses to the Ofsted staff survey and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of trustee meetings and records of pupils' attendance and behaviour incidents.

Inspection team

Michelle Payne, lead inspector

His Majesty's Inspector

Giles Osborne

Ofsted Inspector

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