

# Parkway Primary School

## Inspection report

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| <b>Unique Reference Number</b> | 101437           |
| <b>Local Authority</b>         | Bexley           |
| <b>Inspection number</b>       | 276518           |
| <b>Inspection dates</b>        | 26–27 April 2006 |
| <b>Reporting inspector</b>     | Michael Chisnall |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|---|----------------------------------|
| <b>Type of school</b>                     | Primary                          |
| <b>School category</b>                    | Community                        |
| <b>Age range of pupils</b>                | 3–11                             |
| <b>Gender of pupils</b>                   | Mixed                            |
| <b>Number on roll</b>                     |                                  |
| School                                    |                                  |
| <b>Appropriate authority</b>              | The governing body               |
| <b>Chair</b>                              | Mrs J Lambern<br>Mrs J Andrews   |
| <b>Date of previous school inspection</b> | Not previously inspected         |
| <b>School address</b>                     | Alsike Road<br>Erith<br>DA18 4DP |
| <b>Telephone number</b>                   | 020 8310 0176                    |
| <b>Fax number</b>                         | 020 8311 9799                    |

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|--------------------------|------------------|
| <b>Age group</b>         | 3–11             |
| <b>Inspection dates</b>  | 26–27 April 2006 |
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Parkway is an average sized school that includes a nursery of 43 children who attend part-time. It serves an area of high social deprivation and there is a much higher than average proportion of pupils eligible for free school meals. The number of pupils with learning difficulties or disabilities is also above average and there is a high proportion of pupils with statements of special educational need. More than half the pupils are from minority ethnic heritages, principally Black African and Chinese. Additionally, around a third of pupils speak English as an additional language but only a quarter of these are at an early stage of language acquisition. The school is part of the Bexley Excellence Cluster, which is aimed at raising standards across the local area. At the time of the inspection, two classes were being taught by supply teachers who were covering extended sick leave. There has been a significant turnover of staff in recent months, including the appointment of a new headteacher from the start of the current academic year.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- Ensure that the quality of teaching is consistently good across the school so that all pupils in all subjects can make good progress.
- Review subject and whole-school improvement planning so that there is a clear focus on the outcomes intended for pupils' learning and achievement.
- Raise achievement in science through the provision of more opportunities for practical investigations.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

#### Teaching and learning

**Grade:**

The quality of teaching and learning is satisfactory overall but with examples of good and very good teaching. Although it is never less than satisfactory, it is not yet consistent enough in all year groups to ensure good progress by all pupils and in all subjects.

There are strengths in teaching. Relations are of a high order and this contributes to a good learning environment. Teachers' planning makes provision for pupils of differing abilities, although the more able pupils are sometimes insufficiently challenged, especially in science. Assessment is consistent and teachers use this information effectively to set targets. Good use is made of teaching assistants who support individual pupils and groups well. All this enables pupils to achieve appropriately, but especially so in English. Pupils with learning difficulties are taught well, leading to good progress. Teachers' explanations are clear and promote learning; as one pupil commented, 'I have had my eyes opened to a new world in maths'.

There are some weaknesses that prevent satisfactory teaching from being better. In some lessons, teachers are not identifying clearly enough exactly what it is their pupils are expected to learn, resulting in learning that is not focused enough on specific skills or ideas. The pace at which some lessons are conducted is too slow leaving too little time for individual work. Marking does not always tell pupils how they can improve.

### Curriculum and other activities

**Grade:**

The curriculum is good and provides pupils with a wide range of experiences.

There is good coverage of the National Curriculum, although there are insufficient opportunities for pupils to undertake practical and investigative activities in science. Pupils enjoy a range of extra activities that enrich the curriculum including, for example, gardening, puzzle and sports clubs which are valued by pupils and parents. There is a strong emphasis on developing personal

and social skills. This helps pupils to grow in confidence and to understand that they can make a useful contribution to the school community. Very good provision is made for children with learning difficulties or disabilities and for those learning English as an additional language. The school is appropriately equipped with information technology equipment which is used to good effect to support pupils' learning. The school identifies pupils who have particular gifts and talents but enrichment activities are currently limited to older pupils.

## **Care, guidance and support**

### **Grade:**

The care, guidance and support provided by the school are good. As a result, pupils are safe and well looked after. Oppressive behaviour is rare and pupils and parents confirm that any such incidents are dealt with effectively. Child protection procedures are fully in place and there are secure systems for identifying any concerns. Parents are very pleased with the accessibility of staff for sharing information informally or formally. Risk assessments for visits and safety checks in school are carried out regularly.

There is good supervision at break times which helps to promote good behaviour and safe play. In addition, the strategies for pupils to support one another further add to the quality of care. There are good procedures to help older pupils transfer to secondary school. The needs of vulnerable pupils are well met, particularly through the work of the special needs co-ordinator and learning mentors from the Excellence Cluster. Pupils' academic progress is tracked well although the systems have not been in place long enough for staff to make full use of information about progress over time.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection****Pupils**

Thank you for the very warm welcome you extended to Mr Roche and me when we visited your school recently. We really enjoyed talking with you, visiting your classrooms and seeing your work. Although we only spent two days with you, you really helped us in our work through telling us what you were doing and what you thought of your school.

The thing that struck us the most was the happy atmosphere in the school where you behaved well and enjoy being there. You worked hard in lessons and were keen to learn. We particularly liked the opportunities you had to help one another, such as the 'Listening Ear' and the school council. Congratulations for helping to make the school such a special place! We thought that your teachers try hard to make lessons interesting and fun. We have asked the headteacher to work with the staff to make sure that all your lessons are as good as the best ones. We also think that you should be doing more practical work in science so that you can make as much progress in this subject as you do in English. Your maths work is getting better because you are doing more problem solving.

The headteacher has worked very hard since she came to the school to get to know you all and what you are doing. We have asked her and the staff to pay extra special attention to how well you are doing in your learning when they plan improvements to the school. This is because all improvements should be aimed at helping you to do your best in your work and in your other school activities. Overall, we think the school looks after you well and helps those of you who need a little extra support to do your best. Your parents thought so too. We hope you enjoy the rest of the summer term and, for those of you in Year 6, good luck in your new schools!

Yours sincerely

Michael Chisnall

Her Majesty's Inspector