

Inspection of Parkside Community Primary School

Tennyson Avenue, Canterbury, Kent CT1 1EP

Inspection dates: 25 and 26 April 2023

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

What is it like to attend this school?

Leaders have worked tirelessly to create a safe and inspiring haven for all pupils so that they can 'REACH' high, through the school values of 'resilience, effort, aspiration, courtesy and honesty'. Pupils love coming to this culturally diverse school. They feel secure and valued because staff understand their individual needs. Many pupils recently joined the school from abroad, and staff and pupils alike make them feel welcome. As one parent put it, 'All the staff go that extra mile for all the children – always.'

Pupils have positive attitudes to learning. The curriculum is planned well to build their understanding over time. New arrivals get the right support to catch up. Staff have high expectations for behaviour. All pupils, including those in Reception class, and those joining the school in later years, rise to these and get along together well. Unkind behaviour or bullying is very rare, but if it does happen, staff quickly help pupils and make sure it does not happen again.

All pupils have opportunities to learn the curriculum outdoors in the extensive forest school. They enjoy working with their friends in groups, or spending quiet time, soaking up the peaceful environment of the ancient oak woodland.

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

Leaders have created a broad and ambitious curriculum which is taught in a logical order from the Reception class to Year 6. In subjects such as reading, writing, mathematics and science, leaders have identified precisely what knowledge pupils must understand and remember. In other subjects, for example in history, computing and music, leaders are further refining planning to pinpoint the most important knowledge that should be taught. This is so that pupils make stronger connections between ideas, helping them to remember what they have learned.

Leaders place learning to read firmly at the heart of the curriculum. Children begin learning phonics as soon as they join the school. All staff are experts in teaching early reading and use their skills to help new arrivals to the school to catch up. Pupils read books that match the sounds they are learning and frequently practise reading with adults in school. Teachers read stories, poems and information books which deepen pupils' understanding of the curriculum. From Reception class onwards, the school environment boasts a rich selection of books, so pupils are immersed in the English language and learn to read securely.

Leaders have taken effective action to improve pupils' achievement. They are very much aware that many pupils have very specific needs. High numbers arrive at different times of the year, often speaking English as an additional language and with gaps in their knowledge. Teachers are confident in the subjects they teach and present information clearly. Leaders have ensured that staff understand how to adapt their teaching for pupils with special educational needs and/or disabilities or who speak English as an additional language. This includes pre-teaching key

vocabulary, using resources and adapting activities so that pupils learn the intended curriculum and make rapid progress, often catching up quickly.

Many visits are used as opportunities to deepen pupils' understanding by making links between curriculum learning in school and the real world. For example, they visit London, local beaches and Canterbury Cathedral. Assessment information is used well to improve pupils' achievement. In the most-established subjects, teachers provide many opportunities for pupils to discuss and revisit what they have learned, and pupils achieve well. In some areas where curriculum leaders are new, consistent ways of helping pupils remember what they have learned are still being developed.

Leaders promote pupils' personal development well. Through class discussions, teachers encourage pupils to be curious about each other's faith and cultures, and learn to respect different points of view. Qualities such as tolerance, kindness and fairness are taught through assemblies and the personal, social and health education curriculum. Pupils know the effects of drugs and alcohol and how to take care of their health through exercise and a balanced diet. Every pupil is invited to one or more of the school clubs, such as multi sports, art and football.

Senior leaders, governors and staff are united in their vision to welcome pupils from within and beyond the immediate community, giving them opportunities and hope for their futures. Governors take a keen interest in pupils' progress, understanding in detail the impact of the curriculum. They carry out their statutory duties for safeguarding and monitoring equalities well, and support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff have the training they need to ensure a culture of vigilance. All staff are alert to the risks pupils could face and report any sign that a pupil might need help. Leaders build supportive and trusting relationships with families. They keep detailed records, which often results in securing pupils and their families timely support when needed.

Pupils are taught how use the internet safely, including what to do if they see something they do not like, and know that they must not share personal information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, work to refine the curriculum content is not yet complete. Teachers are not always sure what pupils should understand and

retain. Leaders should continue their work on the curriculum to identify the most important knowledge and concepts that must be taught in these subjects.

- Leadership of the curriculum is less well developed in some subjects than others. Some curriculum leaders have only recently taken up their posts and are still familiarising themselves with how effectively their subject is being taught. Senior leaders should continue to develop new curriculum leaders in their role so that they, in turn, can support teachers' practice.

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	118536
Local authority	Kent
Inspection number	10241536
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair of governing body	Bill Herbert
Executive Headteacher	James Williams
Head of School	Anthea McLevy
Website	www.parksidecommunityprimaryschool.co.uk
Date of previous inspection	17 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The governing body manages a breakfast club before school.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke to leaders about the curriculum in some other subjects.

- During the inspection, the inspection team met with the executive headteacher, the head of school, and the assistant headteacher. They also met with representatives from the local authority.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- The inspection team reviewed the arrangements for safeguarding through scrutinising safeguarding records and through discussions with leaders, staff and pupils.
- The inspection team reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, attendance records and behaviour incident logs.
- The inspection team observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour, and leaders' expectations of pupils' behaviour.

Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

Martin Hacker

Ofsted Inspector

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