

# Inspection of Parkdale Primary School

Parkdale Road, Carlton, Nottingham, Nottinghamshire NG4 1BX

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Inspection dates:

8 and 9 November 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Pupils love coming to this school, and parents speak of it with high regard. It is a happy and caring school. Relationships between staff and pupils are respectful and positive. The pupils are a credit to the school. They are respectful and kind to each other. They behave well in lessons and around the school. Pupils focus on their learning and classrooms are calm.

Pupils say they feel safe. Parents and carers agree. Pupils say that bullying is very rare. They trust their teachers to help them if they ever need it. They know that staff will listen and help them.

Leaders' expectations of pupils' attitudes are very high. Pupils of all ages are highly involved in creating the caring and nurturing culture of this school. They helped to develop the school's values of respect, creativity, kindness and equality. These values are the heart of the school.

Pupils embrace opportunities to lead, and they take leadership roles seriously. Pupils told inspectors they value the work of the 'well-being warriors'. The 'warriors' are there to help others who may need a kind word or a 'listening ear'. Members of the school council ensure that all pupils have their voices heard.

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

The school provides a good quality of education. Staff have worked hard to improve the curriculum they provide.

Leaders have designed a curriculum to ensure pupils' success in knowing and remembering more over time. Most subject leaders have set out the order in which pupils will learn new knowledge. In these subjects, teachers make sure that pupils understand what they are learning and how it builds on what they already know. Teachers use their good subject knowledge to explain new ideas to pupils clearly. Pupils enjoy their lessons and can articulate their learning in detail. Leaders enhance the curriculum in various ways. For example, pupils go on trips to the Courts of Justice and the Space Centre.

A few subjects, namely art and design and history, are at a less advanced stage of planning. In these subjects, leaders have not fully identified the key knowledge pupils should learn or the order in which they will learn it. Pupils do not always recall important knowledge or use subject-specific vocabulary as confidently as they do in most other subjects.

Leaders have made reading a high priority. Staff are well trained and there is a consistent approach to the teaching of phonics. Children begin to learn the sounds that letters make from their first few weeks in school. Staff quickly identify how well pupils learn their sounds. The books pupils use to help them learn to read are well

matched to their ability. Pupils say they enjoy reading. Pupils and staff alike enjoy story time. Pupils in year 1, for example, enthusiastically joined in when listening to 'The Enormous Crocodile'. However, sometimes lessons are not well adapted to meet the needs of all pupils who struggle to read.

The early years environment is stimulating and purposeful. Children get off to a good start. Children practise basic number skills and phonics throughout the day. They are keen to talk about their learning. They are well prepared for key stage 1. Adults develop strong, nurturing relationships with children. Children display very good manners, high levels of self-control and respect for others.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum. The tailored support pupils receive in 'The Hive' or in 'The Orchard' supports them to learn the same curriculum as their peers. However, on occasion, the support they receive in the classroom is not as effective. Sometimes pupils are not provided with appropriate support, resources or tasks in lessons to allow them to learn new things. When this happens, pupils' learning is weaker than it could be.

Together, leaders, staff and pupils have created a positive learning environment. Pupils enjoy their lessons and are curious to learn more. Pupils are involved in decision-making, such as helping to write the anti-bullying charter.

Pupils learn about equality and develop a mature understanding of the difference between this and equity. They explore various world faiths and religions and can speak confidently about them. Pupils' learning about fundamental British values is woven through the curriculum, allowing them to gain a deep understanding.

Leaders are appreciative of the support they receive from Transform Trust. Staff are proud to work here. They said that leaders are considerate of their workload and well-being. Governors help leaders realise their vision for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils and families well. They receive training and updates on how to keep pupils safe. Teachers know the warning signs that a child may be in danger and what to do if they are concerned. Senior leaders' responses to concerns raised are appropriate and timely.

Pupils said that they feel safe at school. They are confident that staff will look after them well. Staff and parents agree. Staff teach pupils how to stay safe. Pupils understand internet safety and how to seek help if needed, such as contacting Childline.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's curriculum is broad and enriching. The curricula in a few subjects, such as art and design and history, are not yet coherently planned. There is not enough information for teachers about what pupils should be taught and when to teach it. This means that some pupils do not develop a secure knowledge of all subjects. Leaders should ensure that the important knowledge they want pupils to learn is clearly identified and sequenced in all subjects.
- Occasionally, lessons are not suitably adapted for all pupils with SEND. This means that not all pupils with SEND receive the support they need to achieve well in all lessons. Leaders should ensure that teachers receive the necessary training and information to enable them to consistently meet the needs of all pupils.

## 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

<b>Unique reference number</b>	146010
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10254078
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	453
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Munro
<b>Headteacher</b>	Peter Hillier
<b>Website</b>	<a href="http://www.parkdale-primary.co.uk">www.parkdale-primary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Parkdale Primary School converted to become an academy school in July 2018. When its predecessor school, Parkdale Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not make use of 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 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 met with the headteacher, both deputy headteachers and other leaders.
- The lead inspector met with the chair of the board of trustees. She met with three members of the local governing body, including the vice-chair.

- Inspectors carried out deep dives in these subjects: early reading; mathematics; history; and art and design. They also looked at the planned curriculums for music and computing. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.
- Inspectors spoke with parents and took account of the responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors also spoke to groups of pupils and staff.
- The lead inspector met with leaders to discuss safeguarding. Inspectors met with staff to discuss their understanding of the safeguarding risks and reviewed the school's procedures to keep pupils safe. Inspectors considered documentation relating to safeguarding, the school's single central register and the system for undertaking checks on new staff.

### **Inspection team**

Heidi Malliff, lead inspector	Ofsted Inspector
Kate Mann	Ofsted Inspector
Liz Moore	Ofsted Inspector

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