

Inspection of Parkgate Primary School

Parkgate Road, Coventry, West Midlands CV6 4GF

Inspection dates: 14–15 January 2020

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

Not previously inspected

What is it like to attend this school?

Pupils' well-being and care are at the heart of Parkgate School. Leaders have created a truly inclusive school. They have high ambitions for every pupil and want them to be the best they can be. Children at this school are a delight. They are courteous, welcoming and friendly. They enjoy learning and coming to school. There are warm and respectful relationships between teachers and pupils.

Pupils' behaviour is good. They often work hard and aim to do well. Lessons are calm and orderly. Pupils play well together at playtime. Bullying incidents are rare and pupils have every confidence in their teachers to sort any that might occur. Pupils are safe and feel safe. They have a good understanding of how to keep themselves safe in a variety of situations. Leaders place great emphasis on pupils' mental well-being. The school's 'Overcoming Barriers' team and a clinical psychologist offer support and guidance to anyone who may be struggling.

Pupils benefit from an extensive range of activities that develop their personal interests. The many activities include trips, visits, residential trips and after-school clubs. Pupils speak with passion about their trips to the Think Tank and Weston-Super-Mare, for example.

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

Leaders have created an ambitious curriculum that offers a wide range of subjects for pupils to study. Most lessons are well planned and sequenced to ensure that pupils know more and develop good skills in each subject. Some subjects, such as geography and history, are taught as part of a themed cross-curricular curriculum. In these subjects, pupils do not have enough opportunities to embed the subject-specific learning over time. Leaders recognise this, and new curriculum plans are being developed to address this.

Pupils achieve well when subject plans allow for sufficient time and are well sequenced. This is the case in mathematics, physical education and personal, social and health education (PSHE). Teachers plan interesting lessons. Plans set out clearly what pupils should learn over time. Pupils remember their learning and apply this in later work.

Leaders have prioritised reading. Pupils enjoy daily story time and enjoy reading. Pupils choose from many interesting and exciting texts in the new library. The plans for the teaching of reading are sequenced to focus on developing pupils' phonics abilities. Most staff spot pupils who may need extra help. Interventions are swift and ensure that pupils catch up quickly.

Leaders ensure that the provision for pupils with special educational needs and/or disabilities (SEND) is at the right level to help pupils to be successful. Adults spot when these pupils fall behind and give targeted support to help them catch up. The inclusion manager knows pupils with SEND well and has regular conversations with

teachers to check how well pupils are doing. In some lessons, teachers do not routinely provide the appropriate support for pupils with SEND. When this happens, pupils can become disengaged in their learning.

Nursery and Reception children settle well in school. Children feel safe and happy. They enjoy learning and playing in the classrooms and in the excellent outside spaces. Children learn about the link between letters and sounds as soon as they start school. Staff help children to have the skills they need to begin early reading. Children are curious and enjoy their language-rich environment. Adults model language well to children, which helps them to develop strong communication skills. Staff regularly check on children's progress. They quickly spot children who need extra help and support them to catch up. Children make good progress.

Pupils' personal development is promoted very well. The PSHE curriculum provides pupils with varied learning opportunities. For example, pupils learned about mental well-being and what it means to be a citizen in Britain today. Pupils told us that PSHE lessons help them to learn about themselves and others. They understand about different faiths and cultures. Pupils are well prepared for life in modern Britain.

Leaders, including governors and the trust, know their school well. They work together to drive up standards at the school. All have a clear passion for providing a strong quality of education. Senior leaders regularly review their own practices and seek outside reviews and support. Leaders work effectively to address any shortcomings they spot. The trust has worked well in addressing staffing issues and now the school has a stable body of staff. All staff are proud to work at the school. They believe that leaders care about their workload and make decisions with staff's well-being in mind. Parents and carers are supportive and complimentary about school leaders.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand that keeping pupils safe is their top priority. Teachers know what to do if they have any concerns about a pupil. Teachers report concerns, however minor, to the specially trained safeguarding team. Staff know their pupils well and use this information to ensure that pupils are safe.

Leaders have ensured that all safeguarding arrangements are fit for purpose. They complete appropriate employment checks and keep accurate records. Staff follow up any concerns with outside agencies, such as social services. The school's Overcoming Barriers team ensures that pupils and families receive the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for some foundation subjects, such as geography and history, is not as well sequenced as it could be. They are part of a themed curriculum which is not effectively planned to provide pupils with enough time to learn the subject-specific content in sufficient depth. Therefore, many pupils struggle to remember their learning over time. Leaders need to ensure that pupils have sufficient time to learn the subject content in depth.
- In some lessons, pupils with SEND do not routinely receive the support they need. This is because there remain some inconsistencies in the quality of teaching and support for pupils with SEND. Leaders need to ensure that all staff receive the appropriate training to effectively support pupils with SEND in their lessons so that pupils learn well.

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 Ofsted Parent View information 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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	143779
Local authority	Coventry
Inspection number	10132954
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	714
Appropriate authority	Board of trustees
Chair of trust	Anthony Fitzpatrick
Headteacher	Zoe Richards
Website	www.parkgate-coventry.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy on 1 February 2017. When its predecessor school, Parkgate Primary School, was last inspected by Ofsted, it was judged to be good.
- The school is a member of The Futures Trust, a multi-academy trust.
- There are no pupils in alternative provision.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the deputy headteacher, the special educational needs coordinator, the inclusion manager and a range of subject coordinators and teachers. I met with members of the local governing board, including the chair, the chief executive officer of the trust and a member of the local authority. I held a telephone conversation with the school's external improvement consultant, who is also a trustee.
- We scrutinised the school's safeguarding arrangements and documentation, including the single central record. We met with the designated safeguarding lead

and leader of the Overcoming Barriers team. We spoke with staff and pupils about safeguarding.

- We visited the school's early years provision.
- We completed various inspection activities to gather evidence about the quality of education. There was a focus on reading, mathematics, English, history, PSHE, languages and geography. This included lesson visits, looking at pupils' work and discussions with teachers and pupils about their learning. Other subjects were also considered as part of the inspection.
- We observed pupils' behaviour during lessons and at breaktime and lunchtime. We gathered many pupils' views about the school.
- We listened to pupils read.
- We considered 43 responses from staff to the Ofsted staff survey and 46 parent responses to Ofsted's Parent View questionnaire, as well as 43 free-text responses.

Inspection team

Bianka Zemke, lead inspector

Her Majesty's Inspector

Michael Appleby

Ofsted Inspector

Vanessa Payne

Ofsted Inspector

Susan Helps

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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