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Mr Robert Celino-Stock
Headteacher
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Dear Mr Celino-Stock

Short inspection of Parkway Primary School

Following my visit to the school on 9 October 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Leaders have accurately reviewed the priorities for the school and are planning for school expansion. Your recently expanded resource base, Oak Trees, has new leadership, and leaders recognise and have responded to the need for investment to support these pupils. You have identified that an increasing proportion have autism spectrum disorder, in addition to other learning difficulties. You have applied this recent experience to ensure that the phased main school expansion runs smoothly.

You review and improve the curriculum so that all pupils are engaged in their learning. Governors take account of the views of stakeholders and pay particular attention to the opinions of pupils. A competitive edge to celebrating attendance, including a graphic on the website, challenges absence. As a result, absence levels are consistently low. Similarly, house points are celebrated on the website. All pupils appreciate rewards, especially when they move 'up the diamond'.

Following accurate planning and reflection, the school has invested in middle leaders. New middle leaders are developing their subject areas, investing in resources, supporting teaching and learning and delivering staff training. Parents are pleased with recent improvements and told me that 'they have seen improvements in their child's education recently, especially in reading and mathematics'. Leaders seek pupils' views, and have identified significant improvements in their attitudes towards mathematics.

Reading has been an area that leaders identified for improvement. A concerted effort to improve reading has seen standards rise quickly. Pupils are encouraged to complete regular comprehension exercises and to create their own questions to challenge their peers. The school supports parents by running regular workshops to encourage lifelong reading.

The areas for improvement identified at the previous inspection have been addressed. In classrooms, teachers assess understanding, and adjust their lesson plans accordingly. Teachers follow the school's marking and feedback policy.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Records and policies are up to date; they are managed well and staff safeguarding training is timely. Regular audits confirm that leaders' safeguarding practice is rigorous. Staff use their safeguarding skills to identify issues early and ensure the protection of children.

Leaders have created a climate where safeguarding is central to the support provided for pupils. Frequent meetings enable leaders to share important safeguarding information. Consequently pupils' needs are promptly met and appropriate support is given.

Inspection findings

- At our initial meeting, we agreed on three lines of enquiry. The first of these focused on recent outcomes in mathematics. The school identified outcomes in mathematics as an area for improvement. Recently pupils' progress in mathematics in key stage 2 was below that of their peers nationally.
- You have strengthened the skills of middle leaders. They are supported by colleagues locally who share their knowledge successfully with teachers at the school. Accordingly, the profile of mathematics has been raised, and pupils' attitudes to mathematics have improved.
- Teachers' subject knowledge and questioning skills have been effectively developed. Teachers believe that there is no wrong answer. They address misconceptions, and use them as a teaching resource. Pupils' resilience has improved because of targeted support. The work in pupils' books shows improvements in attainment. Classroom support staff were not as confident as teachers in addressing misconceptions in mathematics.
- The second line of enquiry centred on outcomes for disadvantaged pupils. There is a significant proportion of disadvantaged pupils at the school and, historically, they have underperformed, compared to their peers, nationally.
- Pupil premium additional funding is used well. Pupils are identified for support through accurate assessment. Direct support to close gaps in pupils' skills and knowledge is initially identified and delivered by teachers in lessons. Leaders review the impact of support, and adjust it to the needs of individuals.

- Recent unvalidated end-of-key-stage results show an improving picture for disadvantaged pupils. Disadvantaged and non-disadvantaged pupils produce comparable work in their books, and read with equal fluency.
- The third line of enquiry focused on the teaching of phonics. This was agreed because pupils' historic phonics outcomes were below those of their peers, nationally, and declining. The school's emphasis on reading was evident in phonics lessons. Every opportunity is taken to entwine phonics and writing, giving pupils a solid foundation on which to build their reading skills. Pupils readily use the language of phonics, and they are accustomed to decoding and identifying diagraphs. The most recent Year 1 phonics outcomes are in line with those nationally.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the school's investment in mathematics leads to improvements in attainment and progress for all pupils
- disadvantaged pupils achieve as well as non-disadvantaged pupils, across a range of subjects.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Bexley. This letter will be published on the Ofsted website.

Yours sincerely

Jason Hughes
Ofsted Inspector

Information about the inspection

I spoke to a number of parents at the beginning of the school day. I looked at a range of pupils' work together with middle leaders. I met with governors. Senior leaders accompanied me on visits to classes, where we observed teaching and learning, spoke with pupils and looked at their work. I examined a range of documentation relating to safeguarding, including the single central register and both internal and external safeguarding audits.

I scrutinised Ofsted's online survey for parents (five responses) and associated commentary (eight comments), as well as responses to the staff survey (22 responses). I looked at reports from the local authority evaluating the work of the school. I examined the school's website and reviewed information about pupils' progress, attainment and attendance. I also considered the school's self-evaluation of how well it is doing, its improvement priorities and assessment information for current pupils. Finally, I met with a representative from the local authority.