



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PARKWAY PRIMARY SCHOOL

Name of School:	Parkway Primary School
Headteacher/Principal:	Robert Celino-Stock
Hub:	South East London Hub
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	The school opted not to have estimates
Date of this Review:	02/02/2026
Overall Estimate at last QA Review:	N/A
Date of last QA Review:	27/11/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	25/06/2024

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels The school opted not to have estimates

Quality of provision and outcomes N/A

AND

Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs N/A

Area of excellence None submitted for this review

Previously accredited valid areas of excellence N/A

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Parkway Primary (PPS) is a one-form entry school with 241 pupils on roll. The school is in an area of high deprivation in the London borough of Bexley. In addition to its mainstream provision (Ash), it has two specialist resource provisions (SRPs) - Oak trees for pupils with moderate learning difficulties (MLD) and Elm trees for those with severe learning difficulties (SLD). Together these offer 80 places for pupils. A high proportion of pupils move in and out of the school at other than the usual times.

Over a third of the school's intake are disadvantaged and over a half have special educational needs (SEND). 87 pupils have an education, health and care plan (EHCP). Of the 17 ethnic groups are represented in the school, white British or black African form the largest groups. A third of pupils have English as an additional language (EAL).

PPS provides for pupils with global delay in the borough and supports other SENCOs and schools.

The school aims 'to ensure our children are well educated, proactive, resilient, happy and healthy individuals'. It seeks to meet this aim through its ACE approach **A**iming high with confidence; **C**o-operating and learning together; **E**nabling everyone to succeed adopting the motto 'Learning to Achieve'.

2.1 Leadership at all levels - What went well

- Parkway's aims and ACE approach are reinforced throughout its work. They form part of the school's rigorous staff induction process, are displayed in all classrooms and used as the basis of weekly celebration assemblies.
- Governors are well informed. Minutes of their meetings show they provide both support and constructive challenge. The chair of governors conducts regular learning walks and participates in staff training and meetings with the School Council.
- The committed headteacher has developed a strong leadership team who share his determination to help all pupils achieve well. Their inter-dependent roles are understood and appreciated by all staff. Although these currently include assuring the quality of provision and leading the implementation of actions, it is intended that middle leaders will drive agreed changes in future.
- Middle leaders enthusiastically take responsibility for leading subjects, phases and for the development of apprentices across the school. A high proportion of leaders have completed or are currently finishing National Professional Qualifications.
- Since the last review, regular training has refined middle leaders' skills. One now leads training for other schools as part of the maths hub. Another leader - who is pursuing a NPQSL is responsible for an oracy project.

- There is a strong emphasis on improving teachers' subject knowledge and pedagogy which has a significant impact on improving the quality of provision and outcomes. Regular whole staff training days and briefing sessions reinforce the high expectations that are evident across the school. New staff are mentored by their phase leaders or a middle leader who is responsible for Learning Support Assistant (LSA) apprentices.
- Self-evaluation, involving all staff and governors, is comprehensive and rigorous. This accurately informs the school's development planning. Its priorities, such as in using assessment, are reviewed regularly to identify how well they are being addressed.
- Leaders and staff ensure inclusive practice is embedded across the school from curriculum planning and teaching to enrichment activities and staff training. Pupils confidently shared that they feel valued. A Year 5 boy affirmed, 'This is a school where everyone is welcomed and treated equally'.
- Pupils benefit from a range of learning outside the classroom. In Forest School, pupils work collaboratively led by qualified teachers. A high proportion of pupils attend after school clubs, including dance, reading, maths and science. Building cultural capital, leaders ensure every pupil participates in a curriculum linked school trip at least three times a year.
- The school ensures all pupils gain a good understanding of British Values through the Jigsaw PSHE curriculum and values-based assemblies. Pupils develop their leadership skills in roles such as School Council members, as house captain or as head boy and head girl.

2.2 Leadership at all levels - Even better if...

... the senior leadership team moved forward with its plans to enable middle leaders to drive agreed actions in future.

3.1 Quality of provision and outcomes - What went well

- Parkway's broad and highly inclusive curriculum follows the Early Years Foundation Stage (EYFS) and National Curriculum (NC) to meet the full range of pupils' needs. Using clear long, medium and short term planning, it is carefully sequenced to support progress and consistency of learning across the school.
- At pupil progress meetings, leaders and staff carefully assess the impact of planned provision on pupils' progress. These meetings result in changes to provision, LSA deployment or interventions where necessary.
- Phonics teaching is coherently planned following the Little Wandle Scheme to enable pupils to build on prior knowledge. In a Reception class, pupils had good opportunities to practise and recall the diagraph, developing their phonics from sounding to writing successfully.

- Reading is a high priority for the school. Staff select books that match pupils' skills following the VIPERS programme. This supports pupils well in developing vocabulary and their understanding of inference, predication, explanation, retrieval and sequence. 'Drop everything and Read' reading sessions give every pupil opportunity to hear a story read daily. In addition, volunteers read with every child from Key Stage 1 onwards.
- Pupils are helped to develop a love of reading throughout. They access books from the school library and use reward tokens to select books from its book vending machine. Starting from Early Years they visit and use the local library.
- Pupils' personal development is a strong feature of provision. Through science, physical education and the personal, social and health education (PSHE) programme pupils discuss how they can keep themselves healthy, understand their own mental health and manage their feelings.
- All staff have benefited from training in using of Makaton, Widgets and colourful semantics which has enhanced provision and classroom outcomes. Training for teachers as researchers now enables LSAs to be lead practitioners in their area of specialism.
- Teachers use a rich range of high-quality resources to engage pupils in their learning and reinforce their skills. In an Oak class, pupils sang songs and used visuals to reinforce their observation skills and understanding of different weather types.
- Good routines motivate pupils in their learning. In Ash Year 3 and 4, pupils moved their name up the diamond as a celebration of their successes.
- Where learning was strongest, teachers used questioning carefully to consolidate pupils' knowledge and understanding. In an Oak class, questions offered appropriate challenge to engage all learners, enabling them to access the learning at a pitch suited to each individual and to build on their prior learning.
- Mutually respectful relationships between pupils are modelled by adults throughout the school. This underpins Parkway's learning culture which extends to parents who are encouraged to participate in a Level 1 childcare course provided on site.
- Attendance rates are above averages for mainstream pupils and significantly above the average for SEND pupils because clear approaches are used to ensure they attend regularly. Weekly attendance awards are given in assemblies and certificates are presented for individuals with 100% attendance termly. The Family Liaison officer works closely with parents to help address barriers to coming to school.
- The majority of pupils achieve well from their starting points. The analysis of tracking data confirms that gaps between different groups are closing.

3.2 Quality of provision and outcomes - Even better if...

- ... leaders ensured that all teachers matched provision to meet the range of needs of the pupils in their classes.

... all teachers sharpened their questioning in lessons to identify and address misconceptions swiftly.

4.1 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - What went well

- Robust, collaborative leadership from an assistant headteacher with overall responsibility for inclusion, and the SENCO, ensures SEND pupils or those who are disadvantaged make strong progress.
- Early assessment by the SENCO quickly identifies pupils' needs and the provision required to meet them. For pupils without an EHCP, additional support plans are created for those who struggle to self-regulate, including the use of Zones of Regulation.
- The curriculum is carefully adapted for pupils in the SRPs to allow them to access provision successfully. Following a trial last summer term, Elm pupils enjoyed provision that combined core subjects with topic work. The Romans topic enabled pupils to gain a deep understanding of present, past and distant past whilst also developing key mathematical skills. Learning in Oak classes adapts EYFS and NC plans for pupils to follow Key Stage 1 working at Reception levels in mathematics and strengthen their phonics skills using the Little Wandle programme.
- Targeted interventions support SEND, EAL and disadvantaged pupils to achieve well. Involvement in the borough's Talk Boost programme, for example, has a strong impact in developing pupils use of spoken language and written communication, reducing the need for an EHCP.
- Other adaptations include extra use of visual starters, ordering rather than writing and including appropriate vocabulary in pupils' 'knowledge organisers' to support them when writing. EAL pupils make fast progress supported by a dedicated HLTA and the use of Flash Academy.
- Pixl question level analysis enables staff to identify Pixl therapies led by teachers and LSAs that close gaps successfully. These sharpened pupils' understanding of language structure and of improper fractions.
- Comprehensive SEND training prepares all staff to meet pupils' needs well. They benefit from whole school and in-class SEND training led by the SENCO, the occupational therapist and the speech and language therapist. LSA training includes developing high quality talk, and strategies to support EAL pupils in intervention groups. Staff new to Oak and Elm spend time in the provisions to support their development before joining them permanently.
- The progress of SEND pupils is reviewed termly with the local authority's early intervention team. Provision plans are refined with support from external professionals such as community paediatricians, the education psychologist and the team around the child.
- Transitions are carefully managed to support continuity in learning. Leaders collaborate with other schools to ensure pupils moving into the Nursery are supported well. Handover meetings ensure pupils' smooth transitions into Key

Stage 1 and subsequent year groups. Pupils in the SRPs integrate into mainstream through physical education and computing, celebration assemblies and outdoor learning.

- Outcomes for SEND and disadvantaged pupils are positive. They make strong progress from their starting points.

4.2 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - Even better if...

... leaders and staff embedded the revised curriculum for pupils with SLD that was put in place at the start of the current academic year.

5. Area of Excellence

None submitted for this review

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the



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report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)