

Inspection of a good school: Parsloes Primary School

Spurling Road, Dagenham, Essex RM9 5RH

Inspection dates:

24 and 25 January 2023

Outcome

Parsloes Primary School continues to be a good school.

What is it like to attend this school?

Leaders and staff are ambitious for all pupils. Leaders expect all pupils to achieve well. The curriculum is well planned and supports the school's core values of aspiration and positivity. Pupils work hard and succeed in their learning.

Pupils are extremely polite and well behaved. They are kind and caring and show respect to each other and to adults. This is because there are clear and consistent routines and high expectations from all staff. Bullying is not tolerated. Any incidents that do arise are dealt with quickly.

Pupils are happy here and kept safe. They know staff will listen and help them if they have a worry. Pupils value the support available to help their well-being. For example, leaders provide calm boxes and a well-being club to help pupils regulate their emotions and understand their feelings.

Pupils take pride in their leadership roles. For example, some pupils are members of 'team protect', whose job it is to find friends for those who might need someone to play with in the playground.

Pupils have regular opportunities to learn about and celebrate events from different cultures. Examples include Diwali and Chinese New Year. These opportunities help pupils to understand and respect people with different beliefs and customs.

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

Leaders have designed a curriculum which is well set out and meets the ambition of the national curriculum. They have carefully considered what they want pupils to know and remember from the early years to Year 6 so that they are ready for the next stage of their learning. The curriculum is taught effectively. This is because leaders have made decisions about the key concepts to be taught in each subject and in what order. Pupils develop their knowledge and skills in a structured way, building on what they already know.

Leaders want every pupil to develop a love of reading. Teachers and teaching assistants have been trained well in the teaching of reading. This means staff are consistent in the delivery of phonics lessons. Pupils read with developing fluency and confidence because they have been taught effective strategies to decode words. Pupils are given books to practise reading that are matched to the sounds that they know. Those pupils who find phonics difficult receive the support they need to help them catch up. Pupils talk with enthusiasm about the books they are reading. They value story time sessions and visit the school library regularly.

Teachers, including those who teach in the early years, have access to high-quality training. This enables them to teach with confidence. In mathematics, for example, pupils in Year 5 successfully solve problems which involve ordering fractions greater than one because they have previously been taught about equivalent fractions. In the early years, staff help children to compare two amounts and encourage them to use mathematical vocabulary when explaining their thinking.

Leaders and teachers check that pupils remember important skills and information before they move on. This typically helps pupils to build on what they have learned before so that they know and remember more content. For example, in art and design, pupils in Year 4 confidently produced a piece of work in the style of an artist because they had evaluated the artist's work in depth and were given time to explore and develop planning and printing skills.

Leaders, teachers, parents and carers work together to identify the needs of pupils with special educational needs and/or disabilities (SEND). Leaders seek advice and support from a range of external professionals, such as therapists and psychologists. These experts provide training for teachers and teaching assistants. As a result, teachers adapt their teaching appropriately so that pupils with SEND learn alongside their peers. However, occasionally pupils with SEND do not receive timely support in lessons. When this happens their progress through the curriculum is hampered.

Pupils behave well in lessons. This is because expectations and routines are firmly established. Pupils are engaged and show positive attitudes towards their learning. This means that the curriculum is taught without any interruption. Leaders provide opportunities for pupils to understand and regulate their feelings. Pupils manage their emotions well.

Leaders choose activities to support the wider curriculum carefully. For example, workshops are delivered so pupils learn how to keep safe in school and beyond. Leaders provide a range of after-school activities. These are well attended.

Leaders have created a caring and nurturing environment for both pupils and staff. Staff are proud to work at the school. They value the assistance they get from leaders to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that safeguarding is a priority here. Leaders engage well with outside agencies to support pupils. This enables pupils and families who may need help to receive it promptly.

Staff are aware of their safeguarding responsibilities. This is because they have been well-trained and receive regular safeguarding updates. Leaders take any concerns raised seriously.

Leaders provide opportunities for pupils to learn about possible risks. Pupils are encouraged to keep safe, including online. They are taught to recognise the signs of unhealthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, some pupils with SEND do not receive timely support within lessons. As a result, these pupils do not achieve as well as they could in some subjects. Leaders need to ensure that pupils with SEND receive timely support so they achieve well in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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	101227
Local authority	Barking and Dagenham
Inspection number	10241913
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair of governing body	Richard Hunter
Headteacher	Lauren Pearce
Website	www.parsloesprimary.co.uk
Dates of previous inspection	10 and 11 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school runs a breakfast club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher and members of the senior leadership team to discuss school development.
- The inspector scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development and behaviour.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.

- The inspector also spoke to leaders and looked at samples of pupils' work in art and design and science.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- The inspector reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector

His Majesty's Inspector

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