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2 July 2018

Kerry Wright  
Acting Headteacher  
Calverley Parkside Primary School  
Victoria Street  
Calverley  
Pudsey  
West Yorkshire  
LS28 5PQ

Dear Mrs Wright

### **No formal designation inspection of Calverley Parkside Primary School**

Following my visit to your school on 22 May 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's most recent section 5 inspection.

This inspection was conducted under Section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school.

### **Evidence**

During this inspection, meetings were held with you and three members of the governing body. A telephone conversation was held with two representatives of the local authority. Behaviour records and policies and procedures relating to safeguarding were scrutinised.

Having considered the evidence, I am of the opinion that, at this time, leaders are not taking effective action towards addressing the areas for improvement relating to safeguarding identified at the last section 5 inspection.

## **Context**

Since the last inspection, the substantive headteacher left Calverley Parkside, following a period of absence. You are now acting headteacher, and the assistant headteacher has become your acting deputy headteacher. Three teachers have left the school and all have been replaced. The local authority has commissioned a part-time consultant headteacher to work alongside you to offer additional leadership support.

The chair of the governing body has recruited new people to bring relevant experience and additional capacity to the governing body. For example, a newly co-opted governor has worked alongside you to oversee the implementation of the anti-bullying policy.

You and your governors have written a school improvement plan intended to bring about swift improvements. The focus of this plan is on improving safeguarding, leadership, the quality of teaching and learning, and pupils' personal development and behaviour. The plan only extends to September 2018 because the school is in the process of becoming a sponsored academy within The Owlcoates Multi-Academy Trust.

## **Inspection findings**

On becoming acting headteacher, you swiftly introduced an online system to record behaviour and safeguarding incidents, allowing leaders to see the big picture of the challenges faced by your vulnerable pupils. It is clear from looking at pupils' records that you are now entering information in a timely manner to support pupils who are at risk.

The school's records show that a small minority of pupils find it hard to conform to behavioural expectations. On occasions, their actions have unsafe consequences. Your learning mentor uses the information in the online tracking system well to plan specific lessons that help pupils to reflect on their more extreme behaviours and get back on track. However, there is still some way to go to ensure that trends in incidents are identified and acted on quickly by leaders.

The governor with responsibility for safeguarding has been a regular visitor to school, checking recruitment records thoroughly, for example. Governors have used reports provided by the local authority and a health and safety officer to satisfy themselves that safeguarding is improving. They have begun to share in the responsibility for overseeing safety and have reported positively on the general culture they observe in school. However, they have not ensured that the school's risk assessments are sufficiently robust. When an incident occurs, leaders do not consistently identify and address any aspects of safeguarding practice that need to improve.

Following the last inspection, you urgently set about making sure that your staff received essential training. All staff have attended basic safeguarding awareness training. They have also completed online training to help them to identify pupils who may be at risk of radicalisation. Your designated safeguarding lead, quite rightly, has received enhanced training.

Teachers follow a detailed scheme of work covering appropriate aspects of personal, social, health and citizenship education (PSHCE). You have threaded through the new school values and concentrated on developing pupils' attitudes to their learning. Consequently, most pupils are keen to demonstrate 'purple behaviour' at all times, and the majority of pupils proudly wear their purple badges in recognition of living up to their teachers' high expectations.

Pupils feel safe in school and share their worries and concerns with staff willingly. They also benefit from using the 'speak up' boxes in classrooms, in which they can post any concerns they may have, knowing a trusted member of staff will help them.

### **External support**

The local authority arrived to check safeguarding on the day after the last inspection. Officers made a series of recommendations, the vast majority of which you have implemented. However, you have not ensured that risk assessments are up to date, comprehensive and used by all staff as a matter of course.

### **Priorities for further improvement**

Leaders and those responsible for governance need to ensure that:

- safeguarding policies and procedures, including risk assessments, are reviewed immediately to ensure that they are comprehensive and understood by all staff
- trends in pupils' behaviours are identified and any emerging issues are acted on swiftly.

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

Yours sincerely

Lesley Butcher

**Her Majesty's Inspector**