

# Poole's Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	131741
<b>Local Authority</b>	Islington
<b>Inspection number</b>	360314
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	Barnard Payne

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Tinkler
<b>Headteacher</b>	Greg Crawford
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Lennox Road London N4 3NW
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<b>Email address</b>	admin@poolespark.islington.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons and 15 teachers. They also made visits to classrooms to observe the progress of pupils with special educational needs and/or disabilities. Inspectors held meetings with a group of pupils and with governors and staff. They observed the school's work and looked at the school's plans, policies and performance data. Inspectors also analysed questionnaires from 105 parents and carers, 27 school staff and 97 pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made by pupils in Key Stage 2 in mathematics to determine whether it is in line with their progress in English.
- The progress made by boys and girls to determine whether both genders achieve equally.
- The extent to which curriculum planning and teaching successfully meet the needs of boys and enable all pupils to develop their literacy and numeracy skills to the highest level.
- The extent to which leadership and management have continued to improve outcomes for pupils and improve teaching since the last inspection.

## Information about the school

Poole's Park Primary School is above average in size. A very high percentage of pupils are known to be eligible for free school meals. Most pupils are from different minority ethnic groups and a large majority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is much higher than average. These pupils mostly have difficulty in acquiring literacy and numeracy skills. In recent years, the percentage of pupils joining or leaving the school at times other than the usual ones has been high; the school population is now more stable but there is still more mobility than in many other schools. The school's provision for the Early Years Foundation Stage consists of a Nursery and two Reception classes. The school has achieved Healthy Schools status and the International School award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Poole's Park provides a good education and is continuing to improve. One parent writes, 'Poole's Park pupils are very diverse which can be good but challenging.' Children start school with very low levels of communication, language and literacy skills, which makes learning challenging in all areas. They make good progress in the Early Years Foundation Stage because of consistently good teaching, but their literacy and numeracy skills are below those expected nationally when they start in Key Stage 1. Progress in Key Stage 1 is satisfactory, but pupils' attainment remains low in reading, writing and mathematics; this is because although teaching is improving this has not yet led to better outcomes. Their progress accelerates in Key Stage 2 and their attainment is at the national average in English and mathematics by the end of Year 6. Given their very low starting points this shows good overall progress and achievement. Progress is particularly strong in English, where pupils are given very effective strategies to help them read, write and communicate. This ensures the good progress of the high number of pupils who speak English as an additional language. The school is successfully accelerating progress in mathematics, which has been slower than in English. It has also been effective in keeping boys engaged and making good progress, so closing the gap between boys' and girls' attainment that has been evident in the past. Pupils with special educational needs and/or disabilities make good progress because teachers make effective use of assessment information to plan their work and make good use of support staff.

The teaching is good and continues to improve. Sometimes planning in lessons does not ensure that tasks challenge all pupils sufficiently. Teachers' use of assessment information to help pupils learn is good, but there is a little inconsistency in making clear the next steps pupils should take. In Key Stage 1, improvements in assessment, marking and the use of individual targets are helping pupils to make better progress.

Pupils feel safe and well cared for. A parent comments, 'The school has given my son great support and help. They really pay attention to every child's needs.' Care, guidance and support are outstanding because, as another parent writes, 'Staff do go that extra mile to make sure that the educational needs of the pupils are met.' Pupils enjoy school, behave well and help to make the school a friendly, supportive environment. The extent to which pupils adopt healthy lifestyles is good because they have a wide range of opportunities to learn about healthy diets and take part in a variety of activities that promote an active lifestyle. Pupils acquire a satisfactory level of key skills, including information and communication technology (ICT), to contribute to their future economic well-being. The school provides an interesting and varied range of learning opportunities, with strong provision made for art and music.

The school's leaders and managers have instilled a common sense of purpose across the school. They make effective use of their robust self-evaluation systems, including

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monitoring teaching, reviewing pupils' work and tracking the progress of groups and individuals. Leaders and managers have made the school a highly cohesive community and have an excellent understanding of the school's context. Their work in engaging parents is outstanding. Since the school was last inspected, attainment is higher and pupils make better progress because of the improvements in teaching. The governing body has also developed its role well and provides strong support and challenge. These improvements show that the school has good capacity to improve further.

**What does the school need to do to improve further?**

- Continue to raise attainment so that it is above average in English and mathematics by July 2012, by tracking the progress of groups and targeting support to enable more pupils to reach higher levels.
- Ensure all teaching is at least good, and an increasing proportion is outstanding, across the school by July 2011, by:
  - sharing best practice through developing a team-teaching approach.
  - improving planning so that all pupils are fully challenged
  - ensuring consistency in identifying the next steps pupils should take in their learning

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well and they enjoy school. They take an active part in lessons and many are eager to contribute, often providing detailed answers to questions. They work well with 'talk partners' across the school and regularly share ideas. In an outstanding Years 2/3 mathematics lesson, pupils were very keen to take part; they were confident in using their numeracy skills because the teacher made sure that all groups were well provided for, which meant that pupils with special educational needs and/or disabilities confidently applied their knowledge of number facts. Because pupils acquire confidence in writing and communicating, they are able to take an active role in lessons and this is leading to higher attainment. There is an upward trend in attainment in both English and mathematics. Progress in science is satisfactory; it is not as marked as their progress in English and mathematics because the school accurately recognises that the most pressing need is for pupils to acquire good literacy and numeracy skills first, and has prioritised these. However, a designated senior leader is now focusing on raising attainment in science.

Pupils' acquisition of key skills to help them in their future economic well-being is satisfactory rather than good because their literacy and numeracy skills are average, although they are using them effectively. Pupils' attendance is also average and the school does all it can to promote good attendance. Pupils' spiritual, moral, social and cultural development is good. Their developing confidence in using language enables them to show their ability to reflect and share their feelings. In an assembly, a group of Year 6 pupils read their poems inspired by the weather; these showed a high level of sensitivity and the group was applauded by other pupils. In a Year 1 lesson, pupils discussed why friends are important; they worked well with their 'talk partners' and actively thought about and discussed the topic. The school's achievement of Healthy Schools status is reflected in the work of the school council, where pupils have contributed by taking a lead in conducting pupil surveys, including 'How do you know about being healthy and are you

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healthy?' and 'Feeling Safe, Behaving Well'. Because the school has achieved the International School award, pupils are developing their knowledge of cultures across the world and have forged links with other schools; during the inspection, the school welcomed visitors from a Nigerian school. ♦

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The large majority of teaching is good. Marking has improved since the last inspection and so has the teaching of pupils with special educational needs and/or disabilities. In all lessons, relationships are very positive. Teachers ask well-targeted questions to assess pupils' understanding and correct misconceptions. The activities nearly always engage all pupils, enabling them to enjoy their learning. Teachers are consistent in their expectations regarding behaviour and this helps pupils to make good progress in lessons. The school provides well-organised and varied opportunities for learning, which are adjusted effectively to meet the needs of most groups; the school is developing its provision to provide greater challenge for the most able pupils. The school's grouping of pupils by ability is accelerating progress in mathematics because it enables teachers to target the work well to meet pupils' learning needs. The school provides a wide range of curriculum topics that engage and interest pupils. These include school trips that are related to topics, an international food evening, which was well supported by parents, and weeks devoted to specific subjects. The range and variety of learning opportunities have a strong

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impact on pupils' personal development and fully engage the boys, enabling them to raise their achievement.

Well-planned rewards and sanctions are in place to encourage regular attendance; the impact has been an improvement in attendance and a reduction in persistent absentees. A highly effective pastoral care team identifies vulnerable children and works with families to provide targeted support. There are striking examples of how effectively the school has acted to ensure potentially vulnerable pupils improve their behaviour, attitudes and achievement.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders are fully focused on bringing about further improvement. They have built a strong team of staff, all of whom are clear about the school's aims and expectations. The senior leadership team has brought about improvements in all aspects of provision, especially the quality of teaching, which have led to higher attainment and better progress and achievement. Governors work closely and effectively with school staff to develop policies, evaluate the school's work and build links with parents and carers.

The school fully understands its context and has taken highly effective action as a result of its careful analysis of the community's needs and aspirations. This has led to the school working successfully to engage those families that are harder to reach through providing a variety of services, including English classes and family workshops to support literacy and numeracy. The development of the school garden has encouraged parents to become active members of the school community.

The school has successfully established partnerships that further promote pupils' learning and well-being. It takes a lead in a network of schools to develop the curriculum, including a boys' achievement project. A strong promotion of equality takes account of the range of challenges that pupils experience, and all groups of pupils make equally good progress. The school's safeguarding procedures are based on clear policies and staff are well trained in child protection. Parents' questionnaires show that the vast majority feel the school is effective in keeping their children safe. Taking account of the outcomes for pupils and the school's use of staff and resources to achieve these, it provides good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children learn to play well on their own and together. They are motivated by the activities provided and can make their own choices about what to do. Children keep themselves safe, build good relationships with adults and become secure and confident learners. There are excellent links with parents, carers and with outside agencies concerned with children's learning and welfare. The provision includes a good balance of activities and due emphasis is given to learning to link sounds and letters to develop language and literacy skills, and to developing their skills in numeracy. The provision is effective in meeting the diversity of children's needs. For example, in a lesson in the Nursery, all adults had clear roles and knew how to add to children's learning experiences; they demonstrated very effectively to children how to use numbers and words. In a lesson in Reception, there was excellent language support for the Somali children. Staff are effective in identifying strengths and weaknesses and are assigned to specific groups of children with clear objectives for the work they are to undertake. The provision is led and managed well and is fully focused on ensuring children's progress and welfare.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2



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Stage

## Views of parents and carers

All parents and carers returning the questionnaire agree that their children enjoy school. A few made written comments, half of which commended the school on its work; the others were from parents and carers who were mostly positive about the school but had specific concerns about their children's progress. Almost all parents and carers feel informed about their children's progress. A few consider their children are not making enough progress but inspectors found that all groups of pupils make good progress from their starting points. Inspectors agree with the large majority of parents and carers who feel that teaching is good and that the school meets individual needs well. Inspectors also agree with most parents and carers that the school deals effectively with unacceptable behaviour. A few parents and carers think the school does not take account of their suggestions and concerns, but inspectors found that the school is highly effective in finding ways to work with parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Poole's Park Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	59	42	40	0	0	0	0
The school keeps my child safe	65	62	39	37	1	1	0	0
My school informs me about my child's progress	62	59	38	36	3	3	0	0
My child is making enough progress at this school	49	47	43	41	10	10	2	2
The teaching is good at this school	53	50	44	42	6	6	0	0
The school helps me to support my child's learning	41	39	53	50	6	6	1	1
The school helps my child to have a healthy lifestyle	43	41	52	50	5	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	39	45	43	7	7	1	1
The school meets my child's particular needs	37	35	56	53	5	5	1	1
The school deals effectively with unacceptable behaviour	44	42	52	50	5	5	2	2
The school takes account of my suggestions and concerns	33	31	54	51	10	10	1	1
The school is led and managed effectively	40	38	52	50	5	5	0	0
Overall, I am happy with my child's experience at this school	50	48	51	49	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2010



Dear Pupils



### **Inspection of Poole's Park Primary School, London N4 3NW**



Thank you for making us so welcome when we visited your school. We really enjoyed our visit and were pleased that we were able to see you involved in so many activities. These showed us that you make good progress and, by the time you leave school, most of you reach the national average in English and mathematics. This is good achievement, as many of you have had to learn English as an additional language to your home language. You achieve well because you enjoy learning and this is because you receive good teaching.



The school provides you with a wide range of interesting activities and these help you to keep yourselves fit and healthy and to take an active role in the school and in the wider community. Your school is really successful in working with your parents and carers to help you achieve. You receive excellent care, guidance and support so that if you have problems, staff will be there to help. Taking all this into account, Poole's Park is a good school but we feel it could be even better. We have therefore asked the school to do two things.



- Continue to raise your attainment so that it is above average in English and mathematics, by carefully tracking your progress and giving you support if you need it to help you reach even higher levels.
- Ensure all teaching is at least good, and an increasing proportion is outstanding, across the school by making sure that: by making sure that:
  - you are all fully challenged in lessons
  - you always know the next steps to take to improve your work
  - teachers share their best ideas.



You can help by always trying to reach the next level in English and mathematics and ensuring that you are clear about what you have to do to improve your work.



Yours sincerely



Barnard Payne

Lead inspector

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