

Newbury Park Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 102812 |
| Local Authority | Redbridge |
| Inspection number | 355264 |
| Inspection dates | 11–12 July 2011 |
| Reporting inspector | Nigel Grimshaw |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 898 |
| Appropriate authority | The governing body |
| Chair | Val Ives |
| Headteacher | Colin Whitehead |
| Date of previous school inspection | 21 May 2008 |
| School address | Perryman's Farm Road Ilford IG2 7LB |
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Introduction

This inspection was carried out by five additional inspectors. They observed the school's work, including 27 lessons taught by 25 teachers. Inspectors held meetings with representatives of the governing body, groups of pupils, some parents and carers, and leaders at all levels. They scrutinised the school improvement plan, assessment information, school and local authority monitoring information, lesson plans, school policies and 275 questionnaires from parents and carers. Responses to questionnaires from pupils and from staff were also considered by inspectors.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality and consistency of teaching across the school.
- The consistency of pupils' progress across the school.
- Whether recent improvements in attainment and progress have been maintained in the current year.
- The effectiveness of leadership at all levels and how this impacts on outcomes for pupils.

Information about the school

Newbury Park is much larger than most primary schools and has increased in size since the previous inspection. It has 28 classes and a nursery unit. The proportion of pupils known to be eligible for free school meals is in line with the national average. A very large majority of the pupils on the school roll are from minority ethnic backgrounds. The largest groups are of Tamil and Indian heritage. However, only a small minority of these pupils are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these pupils have speech, language and communication difficulties. The school has gained many awards, including the Healthy Schools and International School awards.

At the time of the inspection, the headteacher was absent through ill-health and the deputy headteacher was on maternity leave. In June 2011, the local authority and the governing body appointed a part-time executive headteacher; an assistant headteacher became an acting headteacher to lead the school jointly for the immediate future.

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

Newbury Park Primary School is providing a good and improving education for its pupils. The school's promotion of community cohesion is outstanding. Pupils are making good progress in response to consistently good teaching, and their personal development is good. They are well cared for and they thoroughly enjoy their lessons and other aspects of school life.

The school is improving because the senior leadership team, ably supported by a much-improved governing body, has become more rigorous in its approach and has raised expectations for staff and pupils. More regular monitoring and evaluation of classroom practice are visibly improving the quality of teaching and learning and the learning environment. The quality of teaching is consistently good but the drive now is for more teaching to be outstanding. More rigorous assessments and recording of pupils' progress provide teachers with better information so that they are more able to plan work that meets the needs of all pupils. However, this is not yet evident in a small minority of lessons. A new approach to marking has led to pupils having a much clearer view of the next steps in improving their learning so that they can meet their targets, but this is not yet consistently applied in all classes. The actions taken to improve monitoring are providing much more accurate information about the quality of teaching and learning, which is better informing the school's self-evaluation and giving a clear picture of its strengths and areas for improvement. These more robust quality assurance systems, coupled with improvements in teaching and pupil outcomes, demonstrate good capacity for sustained improvement.

The consistently good teaching is the key factor in the good progress being made by pupils. Children settle into the school well in the Early Years Foundation Stage. In this stage, some of the teaching is good but in some lessons opportunities are missed to provide consistently high quality learning experiences; progress is satisfactory overall. Progress accelerates throughout the rest of the school and for the last two years the pupils have left the school with levels of attainment above the national averages. The progress made by all groups of pupils is consistently good because the school provides a broad and well-enriched curriculum that embraces all cultures and faiths, and drives successful initiatives like the 'language of the month'. Expectations are generally high and this is providing challenge for the more-able pupils, and they achieve well. The support for lower-ability pupils is also effective through strategies such as the reading recovery programme. One parental comment stated, 'My child struggles with her learning but has received lots of good support from teachers and the learning support assistants.' A significant majority of parents and carers are very supportive of the school but several have suggested that it would be helpful if they received more guidance on how to support their child's learning at home.

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Pupils enjoy school because they say that they are cared for well, feel safe, and find their learning interesting and fun. This is reflected in steadily improving attendance rates, which are now above average. The pupils are also involved in improving the school, particularly through the hard work of the very effective school council. They have worked with school leaders to address issues such as homework, road safety in the vicinity of the school, healthy lifestyles through the 'walk to school' campaign, and improvements to the outdoor facilities. The school accepts that it now needs to provide more opportunities for pupils to contribute ideas to their programmes of learning.

What does the school need to do to improve further?

- Increasing the proportion of outstanding teaching by:
 - ensuring the consistent match of work to pupils' abilities and interests in all lessons
 - ensuring pupils take an active role in developing their own learning and assessing their work
 - ensuring consistent application of the marking policy so that all pupils know clearly how to improve their work
- Accelerate progress in the Early Years Foundation Stage through
 - maximising consistent opportunities for learning in the outdoor area
 - improving and extending assessment practices
 - sharing the good practice in teaching that does exist within the Early Year Foundation Stage to reduce inconsistencies.
- Provide parents and carers with clearer guidance on how to support their child's learning at home.

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

The quality of pupils' learning is good overall. Children start school with skills and knowledge below those expected for their age. Progress improves in Years 1 and 2 and pupils reach levels of attainment in line with national averages. This accelerated progress is maintained in Years 3 to 6 and, consequently, attainment overall is above average by the time pupils leave the school. The higher-attaining pupils make particularly good progress because teachers have high expectations and set challenging work. This was particularly evident in a Year 6 mathematics lesson on ratios and percentages where pupils worked well together to achieve successful outcomes. The school has ensured that the attainment and progress of boys is broadly similar to that of the girls. Pupils with special educational needs and/or disabilities are well supported by teachers and teaching assistants through an appropriate range of intervention strategies and consequently make good progress in line with other pupils.

Observations during lessons and around school confirm that pupils' behaviour is good, reflecting excellent spiritual, moral, social and cultural development. Pupils show high levels of respect for the feelings and beliefs of others. This has resulted in an extremely harmonious community that enhances pupils' learning experiences significantly. Pupils' good understanding of how to have a healthy lifestyle has led to the school receiving the

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Healthy Schools award. If pupils are worried or upset, they are confident that staff will listen to their concerns and act upon them promptly. Consequently, parents and carers agree that the school is effective in making sure that their children feel safe, a view shared by the pupils themselves, who have a good understanding of staying safe. Pupils make a good contribution to school and local communities through, for example, regular collections for a number of charities. The school has established valuable links with a variety of schools in Kenya and other areas, and these provide numerous opportunities for pupils to have an excellent appreciation of other cultures from a very different area of the world to that in which they live. They value the school community greatly and participate fully in school life. This is reflected in their obvious enjoyment in coming to school. Pupils' good behaviour, and well-developed social and much-improved basic skills, ensure that they are well prepared for their next stage of education and beyond.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

¹ 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?

In the significant majority of lessons, there are clear learning objectives for the pupils and these are supported by success criteria that the pupils can use to assess their own work and progress in the lesson. Teachers have good subject knowledge and ensure that the pace is maintained in lessons and, therefore, progress is accelerated. Relationships between pupils and staff, and pupils and their peers, are consistently good and make a distinct contribution to effective learning. The new progress tracking systems introduced

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by the school are helping teachers to plan work more effectively to meet the needs of the different ability levels within their class but this is not yet fully embedded in every lesson.

The curriculum is broad and balanced, and places strong emphasis on basic skills in English and mathematics. Links between subject areas are developing well so that pupils will be able to apply their skills more regularly. The curriculum is enhanced by the strong enrichment provision. Large numbers of clubs are enjoyed by almost half of the pupil population and the school ensures that pupils whose circumstances may make them vulnerable are included. School visits and visitors to the school bring the curriculum to life. International weeks and the celebration of festivals encourage parents and carers to become involved in their children's learning and ensure that the diverse community feels welcomed when coming into school.

This large school is an inclusive community that cares well for its pupils and supports their needs as individuals effectively. This is particularly true for pupils whose circumstances may make them vulnerable. The leadership team has put effective systems into place to improve attendance rates and is appreciative of the efforts of parents and carers in supporting this. Links are developing well with the local secondary schools to make transition arrangements even better for the pupils. School leaders are aware that academic guidance to pupils could be more consistent and they have introduced an improved marking policy.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders have raised expectations for staff and pupils, and more rigorous monitoring of provision and outcomes has led to significant improvements. Targets are ambitious but have been largely met and, consequently, results have improved. The new Chair of the Governing Body has been an important factor in helping to drive the school forward and the staff have welcomed her expertise. The governing body monitors the work of the school rigorously and is holding it to account for the standards achieved, although a minority of the governors are not sufficiently engaged in all aspects of strategic planning. It has also ensured that the school promotes equal opportunities vigorously; all groups of pupils make equally good progress. The school has a very positive relationship with parents and carers, who say that they are kept well informed about their children's achievements but would like to learn more about how to support their child's learning at home. The range of partnerships, especially at local level, contributes well to the good achievement and well-being of pupils. The school supports other schools, some of which

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visit Newbury Park to observe good practice. These inter-school links are an important aspect of the school's mission to improve further.

Safeguarding procedures are effective, and fully meet statutory requirements in terms of vetting procedures for staff and other adults who support work in school. Good attention is also paid to health and safety requirements. Leaders and managers have successfully used the information from the school's own analysis of its religious, ethnic and socio-economic context to create a cohesive school where pupils from all backgrounds relate well to each other. Consequently, issues such as racist behaviour rarely arise and, if they do, are dealt with promptly and effectively. Pupils have an excellent understanding of their own heritage while embracing being British. There are outstanding links with a wide variety of contrasting schools here and abroad to give them an insight into the lives of others as well as reinforcing their own cultural heritage.

These are the grades for leadership and management

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

Early Years Foundation Stage

Well coordinated induction procedures help children make a sound start in their learning. Children enter the Nursery and Reception classes with skills and knowledge below those expected for their age. They settle well into the life of the school and relationships between staff and children are positive; these contribute to children's sound progress in their personal development. Secure links with parents and carers support this too. Children make satisfactory progress in their learning and by the start of Year 1 they are still below national expectations, particularly in writing, calculating and their knowledge and understanding of the world. Staff support children's learning but they do not always do so as rigorously as they could when children are involved in activities of their own choice. Staff do not undertake sufficient observations to identify fully individual pupils' strengths and weaknesses. Consequently, while there is some good-quality teaching, some

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of the planning is insufficiently tailored to meet the differing learning needs of all children. The children are polite and show consideration to each other. They have access to fruit and water to encourage healthy eating habits. The school is aware of the need for appropriate clothing for children to use in all weathers to maximise the use of the full learning environment both inside and out. Leaders of the Early Years Foundation Stage ensure that the safety and welfare of children is given a high priority and are aware that aspects of provision need strengthening in order to improve outcomes.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

It is very evident from conversations with some of the parents and carers and from the inspection questionnaires returned that they are happy with, and supportive of, the school. The vast majority of parents and carers who responded to the inspection questionnaire felt that their children enjoyed school. They also felt that the school was a safe place for their children and that the teaching is good. Most parents and carers felt that the school deals well with unacceptable behaviour and prepares the children well for the future. A small minority of parents and carers felt that the school does not take account of their suggestions and concerns. In investigating this with the school during this inspection, evidence was provided showing many clear examples of senior leaders and teachers responding positively and resolving issues, when needed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newbury 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 275 completed questionnaires by the end of the on-site inspection. In total, there are 898 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 171 | 62 | 99 | 36 | 1 | 0 | 3 | 1 |
| The school keeps my child safe | 132 | 48 | 133 | 48 | 8 | 3 | 1 | 0 |
| My school informs me about my child's progress | 102 | 37 | 138 | 50 | 24 | 9 | 3 | 1 |
| My child is making enough progress at this school | 94 | 34 | 154 | 56 | 17 | 6 | 4 | 1 |
| The teaching is good at this school | 108 | 39 | 148 | 54 | 14 | 5 | 2 | 1 |
| The school helps me to support my child's learning | 94 | 34 | 156 | 59 | 19 | 7 | 3 | 1 |
| The school helps my child to have a healthy lifestyle | 108 | 39 | 148 | 54 | 10 | 4 | 1 | 0 |
| 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) | 84 | 31 | 162 | 59 | 13 | 5 | 2 | 1 |
| The school meets my child's particular needs | 74 | 27 | 165 | 60 | 21 | 8 | 3 | 1 |
| The school deals effectively with unacceptable behaviour | 90 | 33 | 151 | 55 | 18 | 7 | 7 | 3 |
| The school takes account of my suggestions and concerns | 64 | 23 | 159 | 58 | 27 | 10 | 8 | 3 |
| The school is led and managed effectively | 76 | 28 | 175 | 63 | 15 | 5 | 5 | 2 |
| Overall, I am happy with my child's experience at this school | 105 | 38 | 156 | 57 | 9 | 3 | 3 | 1 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



12 July 2011

Dear Pupils

Inspection of Newbury Park Primary School, Ilford IG2 7LB

On behalf of the inspection team, I would like to thank you for making us feel so welcome when we visited your school. We really enjoyed our time with you. We enjoyed talking to many of you in lessons, in our meetings with you and at break times. We were also impressed with your work and your good behaviour.

We have judged that yours is a good school. You all get on well together and value each other's cultures and backgrounds exceptionally well. We know from talking to you and from your questionnaires that you like coming to school very much and enjoy your learning. This is because teaching and the curriculum are both good, you find the work interesting and fun and, therefore, you make good progress. You report that you feel safe at school, which is important.

Although your school is good, we have asked the headteacher, staff and governors to make some changes to help it to improve further. We have asked the school leaders to make the already good lessons to become even better all of the time by allowing the teachers to work together and share the things they do well, make sure that the work is at the right level for each pupil, and also to make sure that everyone always knows how to improve their work.

Having met you, we are very confident that you will want to help too. All of you can do this by trying your best at all times and checking that your work in lessons is as good as expected.

We would like to wish you all the very best in the future at Newbury Park Primary School, and also when you move on to your other schools.

Yours sincerely

Nigel Grimshaw Lead inspector

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