

South Park Primary School

Water Lane, Ilford, London, IG3 9HF

Inspection dates 29–30 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved since the last inspection. Across the school pupils from all backgrounds make good progress in reading, writing and mathematics. As a result of higher expectations and greater challenge, more pupils are working at higher levels and standards are rising.
- Teaching has improved since the last inspection and is now typically good. This is because the school effectively focuses on checking the quality of teaching and giving support to teachers and other staff to help them improve their practice.
- Pupils have positive attitudes and want to learn. They are proud of their school and their achievements. Parents and carers, staff, visitors and pupils all agree that behaviour in class and around the school is good.
- Pupils of differing backgrounds play and learn well together because the school does not tolerate any discrimination. Pupils feel very safe at school because adults look after them really well.
- Across the school, pupils enjoy a wide range of subjects and topics. These provide plenty of opportunities to promote their spiritual, moral, social and cultural development well.
- The very effective headteacher and senior leadership team have high expectations for the school and its pupils. Middle leaders are fully involved in the drive to raise achievement and the improvements seen since the last inspection. Parents, carers and staff are highly positive about the work of the school.
- Governors continue to provide effective challenge to leaders to make sure the school is doing as well as possible.

It is not yet an outstanding school because:

- There is not enough outstanding teaching to ensure pupils' attainment is higher. Teachers and teaching assistants are not always rigorous in following up and checking that pupils have acted upon their guidance in order to accelerate progress.
- Pupils appreciate teachers' comments when their work is marked but they have fewer chances to evaluate the quality of their work for themselves. As a result, their understanding of how they can make their work better or what they need to do to improve is hindered.

Information about this inspection

- The inspection team observed learning and looked at pupils' work in all year groups. They visited lessons or part lessons in almost all 26 classes. Most were observed jointly with the headteacher, deputy headteachers or assistant headteacher. Inspectors also discussed the school's evaluation of the quality of teaching.
- Inspectors held meetings with the headteacher and senior and middle leaders to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress. An inspector also met with a group of three governors.
- The team examined records of the local authority's involvement with the school and met with a local authority representative.
- Inspectors considered parents' and carers' views of the school through informal discussions over the two days of the inspection, the school's own recent parental survey and a letter from one grandparent. They also considered 28 responses to the online questionnaire, Parent View. The views of 31 staff, who completed the staff questionnaire, were also taken into account and the team also talked to staff during the inspection.
- They listened to pupils read as well as observing group reading sessions in several year groups. They visited phonics (the sounds letters make) sessions for pupils in Reception and Key Stage 1. Inspectors chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school, including lunchtime.
- Inspectors looked at documentation such as policies, including those relating to safeguarding, behaviour and the school's development planning. They looked at attendance figures and at the school's website.

Inspection team

Jacqueline Marshall, Lead inspector	Additional Inspector
Mina Drever	Additional Inspector
Clive Reynolds	Additional Inspector
Gillian Bosschaert	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. It is housed in two buildings on one site and a nursery unit situated a five-minute walk away in a local park.
- Only around a half of those pupils who enter the Reception classes have attended the nursery provision. There are three Reception classes and Years 1 and 2 also have three classes in each year. Additional pupils join from a local infant school in Year 3, and from Year 3 to Year 6 each year has four classes.
- Almost all pupils are from minority ethnic groups, the largest groups being of Asian heritage. At four fifths of the school population, the proportion of pupils who speak English as an additional language is higher than usual. Many pupils are bilingual though a significant proportion join at the early stages of learning English.
- The proportion of pupils known to be eligible for pupil premium funding is in line with the average proportion in similar schools. This is additional funding provided by the government to support those pupils who, in this school, are eligible for free school meals or are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than usual. The proportion supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise achievement by ensuring that:
 - all teachers' guidance, whether verbal or written, consistently reflects the best quality seen elsewhere in the school and is followed up rigorously
 - pupils are involved more often in checking and evaluating their work to deepen their understanding of how to improve.

Inspection judgements

The achievement of pupils is good

- Achievement has improved steadily since the last inspection. The school's information on pupils' progress and work in pupils' books confirm these improvements have continued. Current pupils are making good progress across all key stages and some are doing even better. Attitudes to learning are positive, with one pupil's comment that 'this school pushes me' reflected by many. Achievement is not yet outstanding as all pupils do not make rapid and sustained progress.
- While attainment remains broadly average in reading, writing and mathematics by the end of Year 6, standards since the last inspection are rising in both Year 2 and Year 6. Improving the quality and consistency of teaching across Key Stage 1 tackled previous weaknesses in pupils' achievement. School information shows that pupils currently in Year 6 are achieving very well with over four fifths having already met the national rates of progress and half having made better than expected progress.
- The school ensures that it promotes equality of opportunity for all pupils. More-able pupils do well as their needs are identified in the teachers' plans which ensure they are given challenging tasks both within class and in ability groups. Those pupils who speak English as an additional language, whether they are at the early stages of learning English or fluent in both their home language and English, also achieve as well as other groups. This is because the school focuses effectively on building pupils' vocabulary and literacy skills systematically.
- The achievement of disabled pupils and those who have special educational needs is good. This is because their needs are promptly and accurately identified. Their progress is assessed regularly throughout each term enabling teachers to plan work at the right level of difficulty.
- Children typically join the Nursery with levels of development below those expected for their age in all areas. They make good progress across both the Nursery and Reception classes because adults focus very thoroughly on developing children's language skills and personal development in particular. Careful planning, effective teaching and a good range of activities ensure children start Year 1 typically in line with the levels expected for their age.
- When children start in the Nursery class their love of reading and books is encouraged to develop through the wide range of stories, songs and rhymes they share. In the Reception classes, where the focus on books even extends to their class names of Elmer, Gruffalo and Jasper, they quickly and enthusiastically learn to read simple words and texts. As they move through the school, pupils continue to make good progress in reading. This is because the school focuses on developing pupils' reading and comprehension skills as well as ensuring they have a good understanding of why it is important to be able to read. The school encourages parents and carers to support their children's reading.
- The school uses additional funding well to provide the best help for pupils needing support with their learning. How funding is used is based on a close assessment of each pupil's progress and needs and fully explained for parents and carers on the school's website. Its use is regularly reviewed to ensure that eligible pupils make at least similar progress to others throughout the school. While their progress is improving along with their peers, these pupils' attainment is currently on average two terms behind others in their class in reading, writing and mathematics.

The quality of teaching is good

- Teaching has improved since the last inspection. The good standard of work in pupils' books and pupils' improving rates of progress show that teaching is typically good. Relationships between adults and pupils are good and pupils are keen to work hard in lessons. One Year 6 pupil explained, 'All children have respect for the teachers and they have respect for us.'
- When children in the Nursery and Reception classes start school, they settle in quickly because teachers provide a wide range of interesting, imaginative activities. These help them to develop their early reading, writing and number skills well. For example, children thoroughly enjoyed searching for letters in a tray of jelly and using them to make simple words before reading them

to each other. Workbooks show they make good progress in their handwriting and learning how to form their letters correctly. Children learn to get on well together because there is a strong emphasis on developing their social skills.

- Throughout the school, literacy and mathematical skills are taught well. Teachers plan activities that build effectively on what children already know, understand and can do. Pupils make good progress because teachers' explanations and instructions are clear so pupils know exactly what is expected of them.
- Teaching assistants are generally deployed well and contribute effectively to pupils' achievement. They are well briefed and given guidance on how to help and support individuals and groups, including disabled pupils, those with special educational needs and those at the early stages of learning English.
- Teachers mark work regularly. Where their marking is most successful, pupils improve their work through acting upon teachers' advice, receiving additional feedback if necessary. Progress is clear and pupils explain, 'This improves our levels.' Where less successful, the expectation to improve work or develop ideas is not as clear, slowing possible progress. Similarly, adults are not always rigorous enough in following up when they have asked pupils to make improvements, for example, reminding pupils to 'check your work to make sure it makes sense' but then not making sure they have done this. As a result, pupils do not always correct their mistakes or check they are not repeating errors.
- Pupils' understanding is checked frequently through searching questions which maintain their interest, encourage them to think hard and develop their speaking and listening skills. The school has identified that learning is accelerated where pupils are starting to evaluate their work themselves, for example, checking whether they have met success criteria and so developing a deeper understanding of what they need to do to get better. This is not yet the norm across the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite, friendly and respectful to adults and to each other. They behave well in class and also when the large numbers move up and down stairs and around the school. However, occasionally a few pupils forget to think of others in their haste and need reminding of the school rules by others, such as the Year 6 'helpers' rather than doing so themselves.
- Pupils want to learn and take a pride in their work. It is not unusual for pupils to challenge themselves to do even better. For example, in a writing session for a group of more-able Year 1 pupils, a boy was very proud as he exclaimed, 'Look, I've done two alliterations in my writing: perfect pet and amazing animal!' Pupils behave equally well with their own teachers and with staff with whom they are less familiar.
- Parents and carers who responded to Parent View or spoke to inspectors during the inspection were highly positive about behaviour in the school. Staff, and other visitors too, feel behaviour in the school is good and managed well. Any incidents are carefully logged and discussed with pupils and their families.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at the school and their parents and carers and staff unanimously agree. Governors and other leaders are committed to ensuring pupils' safety has the highest priority and the school site is secure.
- Pupils are very aware of what they need to do to keep safe including when using computers and the internet. Pupils in the younger classes know how to use the roads around the school safely, following road safety sessions. Pupils have a good understanding of the different types of bullying. They say bullying rarely happens and that it is dealt with well. They know that adults in the school will listen to them if they have any worries.

The leadership and management are good

- The headteacher and her highly effective team of deputy and assistant headteachers lead the school particularly well. They continue to drive the improvements seen since the last inspection. The whole team of staff and governors have a common aim to raise standards and are determined to ensure all pupils do as well as they can, demonstrating a good capacity for improvement.
- The senior leaders evaluate the school's effectiveness accurately and have high expectations of themselves, staff and pupils. Middle leaders regularly check their areas of responsibility. They use information about pupils' progress and pupils' work, undertake lesson observations and model exemplary learning in order to have an impact on improving teaching quality. While leaders have been successful in improving the quality of teaching since the last inspection, some inconsistencies remain. Consequently leadership and management are not outstanding as the quality of teaching over time is not yet outstanding throughout the school.
- Pupils study a range of subjects that are effectively enhanced by visits and visitors, all adding to their positive attitudes towards school. They learn about different cultures and religions which include celebrations from the many faiths represented in the school community. Other examples include links with a school in China and the adventures of a previous teacher cycling across Australia and New Zealand for charity. These enrich pupils' spiritual, moral, social and cultural development very well.
- The local authority provides effective support, in particular providing training to develop the skills of middle leaders in fulfilling their roles. They have worked closely with senior leaders verifying their judgements and supporting the school in its drive for improvement.
- The primary school sports funding has been carefully allocated. It has been used for a wide range of opportunities to enable all teaching staff to learn new skills from specialists. Experiences for all pupils are being extended so that they know how to lead a healthy lifestyle.
- **The governance of the school:**
 - Governors are a dedicated team committed to raising pupils' achievement. They know their school well as a result not only of their training but also of their regular meetings and visits to school. Consequently they have a good understanding of the school's strengths and priorities for improvement. Governors question the school closely in order to clarify their thinking. They have a good grasp of how the performance of staff is managed and encourage staff training. Pay is linked to performance. Improving standards are at the heart of what they do. They know how well the school is doing when compared to similar schools and all schools nationally, and the school's own information is also used to check pupils' progress. Governors ensure that finance is carefully allocated and checked including the use of additional funds.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131930
Local authority	Redbridge
Inspection number	442158

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	815
Appropriate authority	The governing body
Chair	Martin Brooks
Headteacher	Deborah Keigwin
Date of previous school inspection	2–3 October 2012
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