

Parkhill Junior School

Lord Avenue, Clayhall, Ilford, Essex IG5 0DB

Inspection dates

12–13 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders, governors and staff have created a culture at the school where pupils' safety and well-being are at the heart of the school's work. Pupils' spiritual, moral, social and cultural (SMSC) skills are exceptionally well promoted and developed.
- The headteacher has the confidence and full support of the school community. Staff morale at the school is high. The school's motto of 'enjoy learning' flows throughout the school.
- Pupils' attainment in reading, writing, mathematics and science is high. Pupils make progress in writing and mathematics that is above the national average. Pupils' progress in reading has improved over time. In 2016, it was in line with the national average.
- The curriculum supports pupils in learning across a wide range of subjects. The range of clubs, visit and activities ensures that pupils can apply their knowledge and skills in different ways. The curriculum is securing good outcomes for pupils.
- Teaching is good overall. It is particularly effective in reading, writing and mathematics. Pupils' skills, for example in problem solving in mathematics, are well developed.
- Pupils' behaviour is outstanding. Pupils work hard and are fully committed to their learning. Low-level disruption is rare. Pupils interact well with each other, both during lessons and at social times.
- Pupils relish the wide range of roles they have in the life of the school, for example, as 'Rights Respecting ambassadors', 'digital leaders' and 'Parkhill parliament'. Pupils are confident and self-assured young people. These roles, together with the SMSC curriculum, are fully preparing pupils for life in modern Britain.
- Pupils love their school. It is palpable how well cared for pupils are. This is because staff know pupils and their families well. Leaders are always willing to try new things, for example 'hot chocolate mornings' to encourage parents and carers to come into the school and learn alongside their children.
- Pupils who have special educational needs and/or disabilities make good progress overall. However, some teaching does not meet pupils' more complex learning needs, including through the use of additional adults.
- Pupils make good progress in subjects other than English and mathematics. Teachers' expectations in some subjects are not as high as they are in English and mathematics. Leaders do not check pupils' progress thoroughly enough in some curriculum subjects.
- Leaders do not routinely measure the effectiveness of focused improvement initiatives on outcomes for specific groups of pupils and across subjects.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by leaders at all levels by:
 - checking the effectiveness of improvement initiatives on outcomes for groups of pupils and across subjects
 - checking pupils' progress more thoroughly in subjects other than English, mathematics and science.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers and adults more effectively meet the needs of pupils who have special educational needs and/or disabilities so that they can make the progress of which they are capable
 - teachers consistently have the same high expectations for the quality of work that pupils produce in all their subjects to reflect that typically seen in English, mathematics and science.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have created a school where pupils are developing into mature, caring and responsible young people. Pupils' SMSC knowledge and skills are very well developed. Pupils of all ages can explain how respecting their rights affects their attitudes towards each other and their views on the world around them. Pupils speak about how well the school fosters positive relationships between different groups of pupils. They enjoy taking on responsibilities, for example in helping to design the playground and teaching each other about e-safety. Pupils are prepared exceptionally well for life in modern Britain.
- Leaders have ensured that pupils have high levels of literacy and numeracy. Pupils' reading skills have improved over time. Leaders' decisions on the reading curriculum and their investment in library facilities have ensured that pupils read widely and often. Pupils take reading seriously.
- Leaders have ensured that they challenge and support teachers in improving their teaching and senior leaders ensure that middle leaders develop their skills to manage their curriculum areas confidently. Leaders manage teachers' performance effectively. Staff morale is high. Almost all of the 30 staff who replied to Ofsted's questionnaire strongly agreed that leaders are doing all they can to ensure that there is a motivated, respected and effective teaching staff. There are no teachers new to the profession currently employed at the school.
- Leaders use additional pupil premium funding well. Leaders track pupils' attendance and progress carefully. They work directly with families as well as pupils to ensure that pupils are motivated to attend school and to be academically successful. As a result, pupils from disadvantaged backgrounds attain highly and make progress in line with other pupils nationally, particularly in English and mathematics.
- Leaders manage the physical education (PE) and sport funding effectively. It has increased pupils' access to a wider range of sporting experiences including golf, the scooter track and outdoor gym that pupils frequently use. Pupils who replied to Ofsted's questionnaire and those that spoke to inspectors agree that the school encourages them to look after their physical health.
- Leaders have used additional funding for special educational needs and/or disabilities to secure good outcomes for pupils overall. However, there is some teaching and additional support from adults that are not enabling some pupils, particularly those who have complex needs, to fulfil their potential.
- The curriculum is securing good outcomes for pupils. Pupils learn a range of subjects including humanities, art, music, drama, computing, languages and design technology. Leaders create new and exciting projects to engage pupils' interests, including an impressive range of clubs and visits. For example, the science, technology, engineering and mathematics (STEM) project for girls in Years 5 and 6 is having a demonstrably positive impact on their attitudes towards mathematics and science. However, in some subjects in the wider curriculum, pupils' progress is not as sustained and substantial as it is in reading, writing and mathematics. Checks on pupils' progress in some curriculum subjects are not as thorough as they are in reading, writing and

mathematics.

- Leaders and governors do not routinely check the effectiveness of improvement initiatives on the outcomes of groups of pupils and across subjects.

Governance of the school

- Governors are committed to and supportive of the school's work. They have a good understanding of the school's strengths and weaknesses.
- Governors receive a wide range of information from school leaders, for example at the 'curriculum committee' and the meeting of the full governing body. Governors' understanding of the school is enhanced by their decision to undertake focused visits to the school. These visits, in the words of one of the governors, are to see that leaders 'are doing what they are saying'. Records show that these visits challenge school leaders on the impact of their work. Governors then share their findings at the full governing body meetings with each other.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have secure systems in place to support all pupils. Staff are aware of the risks facing young people at the school. They can identify the signs they should be alert to, for example, changes in pupils' behaviour and attitudes. They subscribe to the belief that 'it could happen here'. Adults report concerns promptly and leaders deal with them quickly. The school's record keeping is of high quality and leaders audit their safeguarding work, including the 'Prevent' duty, regularly and thoroughly. The school makes use of a range of appropriate ways, including through counselling, to meet pupils' needs.
- Pupils have a strong understanding of how to stay safe, particularly when using the internet. This is in part, due to the 'digital leaders'. These are pupils who work with teachers to take responsibility for educating other pupils and parents on staying safe online. Pupils are also aware of how to stay safe on their journeys to and from school.
- Most parents who spoke to inspectors and those that replied to Parent View, Ofsted's online questionnaire for parents, feel that their children are safe at school. The voice of one parent, whose views echoed that of many others, stated that they had 'no worries at all about leaving my son in school'. Parents were able to give specific examples of how the school helps their children to be safe and well. School leaders regularly survey parents. Their survey results reinforce the view that parents feel that their children are well looked after.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge, which they typically use well, particularly in English, mathematics and science. When teaching is most effective, teachers ask probing questions that challenge pupils in their thinking.
- Teaching is motivating. Pupils enjoy learning and want to learn. Teachers have created

a culture where pupils have highly positive attitudes to learning. Pupils self-regulate, for example, in selecting books or when teachers ask them to work together.

- Pupils have a range of opportunities to read across the curriculum. Teaching helps pupils to read fluently. As a result, pupils' comprehension skills have improved quickly. Leaders' decisions on strengthening the curriculum for reading are helping pupils to develop effective skills in inference, predicting and reasoning.
- Work in reading, writing, mathematics and science is typically challenging. Pupils enjoy challenge in their learning, whether that be in solving a difficult problem in mathematics or writing an advertisement in English. Also, when teachers ask pupils to work in pairs or in groups, they do so quickly and purposefully. Pupils work well together.
- Teachers are typically good at checking pupils' understanding during lessons. Their use of questioning and the guidance they give to pupils help them to know what pupils can and cannot do. Teachers use the information they gather from reviewing pupils' learning to help refine their planning.
- Teacher's expectations of pupils' work in some subjects are not as high as they are in others, for example, English and mathematics. In some cases, pupils are not showing deep enough knowledge, skills and understanding. In other subjects, such as computing, pupils' subject specific-skills are developing well.
- Teaching for pupils who have special educational needs and/or disabilities is good. However, particularly where pupils have more complex learning needs, some teaching does not consistently meet their needs.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders' work to ensure that pupils have developed a deep sense of responsibility and maturity is impressive. It is striking how articulate and knowledgeable pupils are about the world around them. Pupils show a high level of tolerance and respect to any differences they find out about people. Pupils have formed a 'festivals and celebration' committee where they organise and celebrate events in relation to different religions and beliefs.
- Pupils have a deep understanding of their rights. Pupils can explain these rights and how they affect their lives fluently. The culture at the school is one where pupils resolve differences calmly and maturely. The wide range of pupils spoken to by inspectors and those who completed Ofsted's survey were clear in their message: 'bullying is not tolerated'. Pupils speak confidently about the different types of bullying. Parents agree with the views expressed by their children, that is, that bullying is rare and when it does happen, leaders deal with it effectively.
- The safeguarding curriculum at the school is age appropriate and practical. The strategies used by leaders and teachers are helpful. Pupils speak confidently about how

to stay safe, whether that be about 'stranger danger', or their physical and emotional well-being. The playground is well designed and offers pupils a range of activities to meet their needs, including 'quiet areas' for pupils should they need it. Staff supervise all areas of the school well.

- Leaders support pupils well in preparing for secondary school and beyond. This includes ensuring that pupils have the speaking, writing and numeracy skills they need to access the curriculum. Pupils are also encouraged to think and talk about any concerns and worries that they have about secondary school. Pupils learn about jobs and careers in a variety of industries. Overall, parents and pupils feel that the school manages transition processes well, including for those pupils who move into Year 3.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave impeccably. Pupils have the highest standards for their own behaviour. They regulate themselves and do not need reminders from teachers. During a lesson, an inspector was talking to pupils about behaviour. A pupil, whose words chimed alongside others, said low-level disruption is 'highly unlikely'.
- When pupils play outside or when they move around the building, they do so calmly and safely. Pupils have a caring attitude towards each other. This impacts positively on their behaviour and how they talk and play with each other.
- Pupils take pride in their work. They want to do well and to achieve highly. Pupils are proud of their school and the role they play in it.
- Leaders manage attendance well, including using local authority support. No groups of pupils are underachieving due to low attendance. The school's attendance has improved, including continuing to reduce persistent absence. Staff track attendance meticulously and take quick action when needed. Leaders take a firm stance on not authorising holidays during term time.

Outcomes for pupils

Good

- In 2016, pupils' attainment in reading, writing, mathematics and science was high. In 2016, pupils' progress in writing and mathematics was above the national average at the end of key stage 2. Reading progress, including for most groups from their different starting points, was in line with the national average.
- Pupils' reading skills, particularly their comprehension skills, are now stronger. Pupils read confidently and regularly. Their reading records and reviews of pupils' reading and literacy books show that pupils are successfully accessing more difficult comprehension skills. Pupils typically have strong speaking skills. They speak articulately and with maturity and about their learning, as well as about their views on their safety and well-being.
- Pupils' mathematical skills are very well developed. Pupils are confident mathematicians. In one lesson, pupils were motivated and confident in working out their solutions to hard problems. Pupils routinely have opportunities to use their

reasoning skills to solve problems. They show their workings and can explain confidently how they approached their work.

- Leaders' effective use of pupil premium funding has resulted in disadvantaged pupils achieving in line with other pupils nationally from their different starting points. There are no significant differences between the progress made by current disadvantaged pupils and their peers.
- The most able pupils achieve well. In 2016, they achieved significantly above the national average in mathematics. Reviews of pupils' learning show that they are making consistently strong progress. This is because teaching is challenging and making them think.
- Leaders organised a STEM programme for a group of 14 girls in Years 5 and 6 in early 2017. Pupils recently 'graduated' from the programme and the outcomes they achieved were impressive. Pupils were able to explain confidently about how the activities, visits and learning experiences motivated them to engage more in mathematics and science. Pupils on the programme attained highly, considering their starting points, in science and mathematics in 2017.
- Teaching is not fully effective in meeting the needs of the range of pupils who have special educational needs and/or disabilities. This group of pupils make good progress overall, particularly for those who have higher cognitive ability. However, some teaching and support provided do not meet the more complex needs of pupils.
- In other subjects across the curriculum, pupils have a wide range of opportunities to apply their knowledge and skills. However, the quality of their work is not consistently of the same high quality that it is in reading, writing, mathematics and science.
- Overall, leaders are preparing pupils well for the next steps in their education.

School details

Unique reference number	133939
Local authority	Redbridge
Inspection number	10023597

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Michelle Fuller
Headteacher	Denise Hughes-Mulhall
Telephone number	0208 5505253
Website	www.parkhill-junior.redbridge.sch.uk
Email address	admin.parkhill-jun@redbridge.gov.uk
Date of previous inspection	5–6 December 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The proportion of pupils at the school eligible for free school meals is well below the national average.
- Most pupils are from an Asian background. The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- Pupils who attend the school have above-average prior attainment from their primary school education.
- There are no pupils attending alternative provision.

- The school currently meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment.

Information about this inspection

- The inspection team visited lessons in a range of subjects and year groups. Leaders accompanied inspectors to some of the lessons visited. During these visits, inspectors also looked at pupils' learning over time. Inspectors reviewed a large number of books in a range of subjects across the curriculum. Inspectors met with several different groups of pupils to hear about their views of the school's work.
- The inspection team held meetings with senior and middle leaders to evaluate the impact of their work. The lead inspector held separate meetings with governors and the local authority. The lead inspector also met with a small group of parents. Other inspectors met parents dropping off their children at school.
- The inspection team evaluated 11 responses to Parent View, 48 responses to the pupil survey and 30 responses to the staff survey. Inspectors evaluated leaders' surveys of staff, pupil and parent views that had been previously undertaken. Inspectors also considered an email communication from a parent.
- Inspectors scrutinised a variety of documentation provided by leaders, including: internal assessment information for pupils in all year groups; leaders' self-evaluation; the school improvement plan; minutes of governing body meetings; attendance and behaviour information; case studies; a variety of school policies; the single central record of recruitment checks; evidence of SMSC across the school; and a wide range of other information relating to the safeguarding of pupils.

Inspection team

Sam Hailey, lead inspector	Her Majesty's Inspector
David Bryant	Ofsted Inspector
Stephen Hall	Ofsted Inspector
Diane Rochford	Ofsted Inspector

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