

Inspection of Parkhill Infants' School

Lord Avenue, Clayhall, Ilford, Essex IG5 0DB

Inspection dates: 19 and 20 October 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Outstanding |

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils really enjoy coming to this school and are eager to talk about what they do and learn. From the moment that children join the school in Nursery, they learn the school's expectations and routines. Staff have high expectations of behaviour, and pupils respond by behaving well. Staff use the school's routines consistently, and pupils are proud when they are 'Going for Gold'. Leaders have a strong vision for the school's curriculum: that it will be meaningful, memorable and magical for pupils. Staff also described how they are 'carried along with the magic'. This creates an atmosphere where pupils really want to learn.

The school keeps the curriculum under constant review, looking for ways in which the curriculum can better meet the needs and interests of the pupils. There are occasions when the curriculum does not quite reach these aims; however, these are rare. This means that pupils achieve well and are well prepared for moving on to their next stage of education. Pupils spoke about their memorable experiences and, in particular, their learning about 'castles and crowns', with their trip to Mountfitchet Castle.

The school has provided a wide range of activities, enrichment opportunities and trips. These include sports clubs, such as football, basketball and multisports, as well as creative clubs such as Lego, art and science, which help broaden pupils' interests.

What does the school do well and what does it need to do better?

The school has thought carefully about how to create a curriculum that interests and motivates pupils. The whole school adopts a theme, which is evident throughout the corridors and classrooms. For example, during the 'castles and crowns' topic, every classroom had a portcullis and castle door to greet the pupils. Pupils discuss all the things that they enjoy finding out about at school.

The school's curriculum builds from the early years. The school identifies quickly where children may need extra support. Teachers adapt their teaching so that it meets these needs. In the early years, as is the case across the school, there are engaging activities for children to undertake.

The school focuses on early reading, making sure that pupils have the knowledge that they need to be able to read independently before they move on to the adjoining junior school. From the start of Reception class, pupils learn to read using a highly structured approach to phonics. Pupils enjoy joining in with the rhymes and teachers make sure that books match pupils' phonics knowledge closely. They identify pupils who find reading challenging and ensure that additional time is allocated to support them. This ensures that pupils, including those with special educational needs and/or disabilities, are supported to become confident readers. Teachers read stories and other books in a way that engages and excites pupils.

Teachers set tasks that typically match the ambition of the curriculum and the school's thematic approach. However, there are times when activities do not sufficiently develop pupils' understanding of the subject. This is because they do not focus precisely enough on the important skills and knowledge leaders have identified for pupils to learn. Teachers generally check to see that pupils have understood what they are learning and address any gaps in pupils' knowledge. However, this is not consistently the case. At points, gaps in learning or misconceptions are not addressed as quickly as they could be, and this means that pupils are not always secure in their understanding before moving on. Pupils are very positive about what they are finding out about and have a genuine thirst to learn more and to join in with lessons.

The school has thought carefully about how to create opportunities to broaden and enrich the curriculum. Pupils learn about different faiths and how to respect those who are different from themselves. The school plans activities, events and trips which support pupils' learning in meaningful ways. Pupils are proud of the roles they have in school, for example Unicef ambassadors, friendship heroes and school council members. They understand the importance of these responsibilities in helping everyone. Pupils speak enthusiastically about the author visits which the school organises. Pupils have been able to meet with a range of authors and ask them about how they create their written work and illustrations. Pupils have been enthralled to create their own illustrations and stories following these visits.

Pupils attend school well. The school has identified when this is not the case and has worked closely with parents and carers to overcome any barriers they may be facing. The school monitors this closely to ensure that pupils' welfare is kept at the forefront of their attention.

Staff are proud to work at the school. They feel that leaders are considerate of their workload. Governors meet regularly with school leaders at all levels to ensure that they have a strong understanding of the school and its work. They support senior leaders well and share their vision, working together to make a difference for pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the activities and tasks set for pupils do not focus precisely enough on the skills and knowledge identified in the curriculum. In these instances, pupils' understanding is sometimes less carefully checked, meaning errors and misconceptions are not consistently addressed. As a result, pupils do not develop the same depth of understanding in these subjects. The school needs to ensure that the curriculum is implemented consistently in these subjects so that pupils are supported to learn and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 133938 |
| Local authority | Redbridge |
| Inspection number | 10255333 |
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 394 |
| Appropriate authority | The governing body |
| Chair of governing body | Natasha Dunn |
| Headteacher | Rebecca Teague |
| Website | www.parkhillinfants.org.uk |
| Date of previous inspection | 23 June 2009, under section 5 of the Education Act 2005 |

Information about this school

- The school does not use any alternative providers.
- The school shares a site with the neighbouring school, Parkhill Junior School.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and the assistant headteacher. They also met with members of the governing body, including the chair of governors, and spoke with a representative for the local authority.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They also spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to some parents and considered the responses to the online parent survey, Ofsted Parent View. They also reviewed the responses to the Ofsted online staff and pupil surveys.

Inspection team

| | |
|------------------------------|-------------------------|
| Adam Vincent, lead inspector | His Majesty's Inspector |
| David Bryant | Ofsted Inspector |
| Andrew Hook | Ofsted Inspector |
| Julie Wright | His Majesty's Inspector |

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