



Parkhill Junior School

Inspection report

Unique Reference Number 133939
LEA London Borough of Redbridge

Inspection number 274841
Inspection dates 3 - 4 May 2005
Reporting inspector Mrs M Summers

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Community	School address	Lord Avenue
School category	Junior		Clayhall, Ilford
Age range of pupils	7 - 11		Essex IG5 0DB
Gender of pupils	Mixed	Telephone number	0208 550 5253
Number on roll	443	Fax number	0208 551 7479
Appropriate authority	The governing body	Chair of governors	Mr S Singer
Date of previous inspection	26-29 Nov. 2001	Headteacher	Mrs D Smith

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of Parkhill Junior School and the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

Parkhill is a popular junior school for pupils aged seven to eleven. It has 443 pupils who come from mainly white British or Asian British backgrounds although many other ethnic groups are represented. Many speak English as an additional language. Currently about one third of pupils are in the early stages of learning English but this number is growing. The number of pupils entitled to free school meals is average as is the number with learning difficulties and disabilities. The school experiences a relatively high turnover of teachers each year due to the high cost of living in the area.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Senior managers correctly recognise the outstanding nature of many aspects of their school. The pupils reach high standards in many subjects, especially in information and communication technology (ICT) and art and design. They make consistently good progress from their starting point in Year 3 and have excellent attitudes to learning. As a result pupils' achievement in Year 6 is excellent. They also achieve high levels of personal responsibility and self esteem. Pupils speak warmly of the school and the excellent levels of care and support they receive. They feel safe and approach new learning with confidence and enthusiasm. Parents really value the school's work with their children. The provision for pupils with learning difficulties and disabilities is especially effective. Good teaching and an exciting and relevant curriculum enthuse the pupils and help them achieve highly. The school receives less than average funding and is led and managed extremely effectively. There is a firm commitment to ensuring that all pupils reach their full potential, no matter their background or capabilities. As a result the school provides very good value for money.

The school is very well placed to improve its performance. This is demonstrated by the good improvement made in the issues identified at the last inspection as well as the lack of complacency amongst senior managers. They have already recognised the need to extend the provision made for pupils in the early stages of learning English as an additional language.

Grade: 1

What the school should do to improve further

Extend its already good provision for pupils in the early stages of learning English as an additional language.

Achievement and standards

Year 6 pupils reach above average standards in English, mathematics and science. Standards in ICT are very high, as are those in art, design and technology, music and humanities. Pupils achieve high standards and make consistently good progress in many subjects. This explains why pupils' overall achievement is outstanding, bearing in mind that most start in Year 3 at average levels for their age and many are new to learning English. They are prepared very effectively for their future education at secondary level.

Boys and girls respond with tremendous enthusiasm to the many opportunities offered, and make good gains in their learning from Year 3 onward. The vast majority meet the challenging targets set by the school. Pupils with special educational needs make excellent progress because of the high quality support they receive. The brightest pupils are extended very effectively by well-planned, interesting work and reach suitably high levels. Pupils from different ethnic minorities achieve very well.

Pupils for whom English is an additional language make good progress because of the successful support provided by a specialist teacher and support assistants. The school is already planning to extend this provision to meet the rising numbers of these pupils.

Grade: 1

Personal development and well-being

Pupils' personal development is outstanding and contributes significantly to their excellent achievement at school. They take their education seriously and really enjoy learning. They listen attentively and readily support each other in lessons. They respect and understand each other's different views and cultures. Their behaviour in and around the school is excellent.

A team spirit permeates the school, encompassing all pupils and staff. Classes adhere to their own agreements about behaviour. Playground buddies help pupils make new friendships and resolve disagreements. School Council members represent their classes very effectively and have a real say in how their school is run.

Pupils demonstrate a very good understanding of safe practices and are alert to the need to develop healthy lifestyles. Many participate enthusiastically in sport although a significant minority, often girls, do not enjoy exercise and this is evident in their lack of fitness during PE lessons.

Pupils show initiative in devising activities to raise money for those less fortunate than themselves and this contributes to their enterprise and financial skills.

Grade: 1

Quality of provision

Teaching and learning

Teaching is good overall with some of it being outstanding, especially in English, ICT and art and design. The consistently good teaching across the school is one of the reasons why pupils achieve so well. This is as a result of particularly effective induction for new staff and rigorous lesson monitoring by senior managers.

The pupils respond well to teachers' high expectations and make good progress. They are encouraged to use their initiative and imagination and produce highly creative and well organized work. Teachers' enthusiasm and the interesting activities provided, motivate pupils to do their best.

Accurate assessments of pupils' progress enable teachers to plan work which meets all abilities. Through marking and individual feedback, pupils have a good understanding of their own strengths and weaknesses and this spurs them on to greater efforts.

The school makes excellent provision for pupils with learning difficulties and disabilities. Needs are quickly identified and catered for through carefully planned programmes. Support staff play a significant role in this. They also provide good support for pupils in the early stages of learning English as an additional language. There is a sound range of expertise amongst teachers in catering for these pupils.

Grade: 2

Curriculum and other activities

The high quality of pupils' work shows the school's commitment towards providing an extensive range of stimulating experiences. Pupils report that they thoroughly enjoy the many different opportunities, from practical and creative lessons to visits which help them to understand history and geography topics.

Subjects are often inter-linked so that learning is made meaningful for pupils. Carefully planned programmes ensure that pupils build effectively on their previous learning as they move through the school. The curriculum is constantly reviewed to ensure that it evolves to meet the changing interests of pupils and staff.

A strong emphasis is placed on English, mathematics, science, ICT and personal development. This ensures that pupils develop high level skills and the

confidence to use and develop them further during their secondary school education. Pupils are encouraged to maintain their health and fitness through specific health lessons, regular PE sessions and a good range of sporting and other extracurricular activities. Pupils contribute extensively to school and community life. They play an active role in school development and raise considerable funds for charity. Musicians among the pupils perform concerts and recitals for local residents and friends. Pupils' expertise in ICT is used as an example for other local schools.

Grade: 1

Care, guidance and support

Care, guidance and support are outstanding. All adults have been trained in child protection and are well aware of the school's procedures in dealing with any issues. Very good, trusting relationships ensure that pupils feel safe and well cared for at school. Pupils are taught about how to keep safe themselves and how to deal with bullying and difficulties with relationships.

Teachers know the pupils well and provide appropriate work to ensure they all make good progress. They are well trained to manage pupils' behaviour and this ensures a quiet and positive working atmosphere. Breakfast club provides a calm start to the day whilst encouraging healthy eating. The quality of school dinners, however, is of considerable concern to pupils and the school is working hard to try to improve this.

Since the last inspection, attendance has improved but there are still too many pupils taken out of school for holidays during term time.

Grade: 1

Leadership and management

The school is led and managed extremely effectively. The head and deputy form a very strong team which drives the school forward. Their work is underpinned by a firm commitment towards ensuring that pupils have equal opportunities to reach their full potential, no matter their background or capabilities.

There are very effective systems in place to ensure that the school continues to improve. Pupils, parents, staff and governors are all consulted. Their input, together with careful evaluations of teaching and analyses of pupils'

achievement, mean that the school is keenly aware of how well it is doing and can plan effectively for the future.

Other managers also perform very effective roles. Subject coordinators have a clear view of standards and ensure that the curriculum offers an exciting and stimulating range of opportunities. Provision for pupils with special educational needs, including those with behaviour difficulties, is managed extremely well. Every opportunity is taken to engage the support of outside professionals to ensure that these pupils make as much progress as they can.

Funds are spent very efficiently to improve provision for the pupils. Systematic selection and induction procedures ensure that new staff quickly settle in and do a good job. These procedures, along with very meticulous and rigorous lesson monitoring by the head and deputy, mean that, despite the high turnover of staff, the quality of teaching for the pupils remains good.

Governors are a source of great support and encouragement. They monitor the work of the school appropriately but do not challenge or question the senior management team robustly enough to explain and justify their actions. However, the very strong lead provided by the headteacher and deputy ensures that the quality of pupils' education continues to be extremely high.

Grade: 1

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INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	*1	*
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	*N/A	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Y	Y/N
Effective steps have been taken to promote improvement since the last inspection	Y	Y/N

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	*1	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	1	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	*1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	*2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	*1	
How well are learners cared for, guided and supported?	*1	
How well does the provision promote the well-being of learners?	*1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	*1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Y	Y/N

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Y
Learners are discouraged from smoking and substance abuse	Y
Learners are taught about sexual health risks	Y
Learners are encouraged and enabled to eat and drink healthily	Y
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Y
Learners are taught about key risks and how to deal with them	Y
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Y
Learners' personal and academic development are monitored	Y
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Y
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Y
Action is taken to reduce anti-social behaviour, such as bullying and racism	Y
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Y
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Y
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	NA

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Parkhill Junior School
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5 May 2005

Dear Pupils

Thank you all for your very warm welcome when we visited the school. We would like to tell you about our findings.

We were extremely pleased with what we saw. Parkhill Junior is an outstanding school. We were especially pleased with the following things:

- The high standards you reach in your work, especially in English, mathematics, science, ICT and art. We could see this in your books and work on display.
- Your enthusiasm for learning and your hard work and excellent behaviour in lessons. This really helps you make good progress.
- The way the school helps you to become mature and responsible, and respect and support one another.
- The good teaching you receive and the help you get from other adults in school.
- The wide range of interesting activities provided for you. We really like the way you use ICT so imaginatively to help you with your work.

What could be even better.

- Some pupils are not taking enough exercise to keep them fit and healthy.
- Too many pupils take holidays during term-time and this affects their progress.
- We know that you are very concerned about school dinners and we agree that they could be better. We know the school is working hard to try to improve these.
- We know that many of you speak English as an additional language and we think that teachers could be doing even more to help you develop your language skills.

We are sure that you will help your headteacher and your teachers to improve these things.

Yours sincerely

Mrs M Summers
Lead inspector