



# Middle Park Primary School

## Inspection Report

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**Unique Reference Number** 130921  
**Local Authority** Greenwich  
**Inspection number** 282147  
**Inspection date** 21 September 2006  
**Reporting inspector** Kay Charlton

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

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<b>Type of school</b>	Primary	<b>School address</b>	Middle Park Avenue
<b>School category</b>	Community		Eltham
<b>Age range of pupils</b>	3–11		London SE9 5RX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8850 8747
<b>Number on roll (school)</b>	293	<b>Fax number</b>	020 8850 4001
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Barry Taylor
		<b>Headteacher</b>	Miss Lorrie Ferriday
<b>Date of previous school inspection</b>	19 June 2000		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Middle Park is a medium sized primary school that serves an area of high social and economic deprivation. Most pupils come from White British backgrounds. A growing number are from a wider range of ethnic groups and one in ten speak English as an additional language. More than half of pupils are eligible for free school meals, which is well above average. There are eight looked after pupils and three from traveller families. A considerably higher than average percentage of pupils are identified as having learning difficulties and disabilities. The number of pupils who join or leave at other than the usual times is also high. On entry to the nursery, pupils' attainment is very low. The school has gained the Investors in People, Healthy Schools and Active Mark Awards. It is part of the South Greenwich Excellence in Cities cluster.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school which confirms the views of parents and pupils. Pupils are proud to attend Middle Park School. Comments such as 'The teachers listen to you' and 'You learn a lot' demonstrate why they feel it is a good school. This view is echoed by parents who also hold the school in high regard.

Pupils achieve well. Central to the school's success is the strong belief that all pupils, whatever their background, age or ability, are capable of doing well. Teaching and learning are good. Teachers promise the pupils that 'they will make learning fun' and the pupils confirm that this happens. In turn, pupils promise to try hard, and this is evident in their good progress so that by the time they leave most attain standards that are in line with the national average. Pupils make very good progress in Year 6 because of the very good teaching in that year group. In the Foundation Stage, children's progress is generally good although it not as consistent as in the rest of the school since some opportunities to fully challenge children's thinking are missed. The school has recognised this and has already started to make improvements. Throughout the school pupils show very positive attitudes to learning and a good sense of enjoyment in their work. They make an excellent contribution to the community. The curriculum is well matched to their needs and they achieve particularly well in their personal development.

Care, guidance and support are very good. Staff establish very good relationships with pupils and, in a calm and purposeful manner, provide exemplary care. There are excellent links with outside agencies that make a particularly strong contribution to the provision. Very good levels of support are provided for pupils with learning difficulties and disabilities.

The headteacher provides very strong leadership and, along with the senior leadership team, has an accurate view of the school's strengths and weaknesses. The senior team encourage staff at all levels to engage in a high level of professional development and this plays an important part in raising standards.

Governors are proactive and all statutory requirements are met. They ask challenging questions about the school's effectiveness and provide a good level of support in its drive for improvement. There has been a marked improvement in standards since the last inspection and also in the systems for monitoring and evaluating the school's effectiveness. The school has made noticeable improvements to the levels of attendance. The way the school has responded to the key issues raised at that time demonstrates good capacity for further improvement. The school provides good value for money.

### **What the school should do to improve further**

- Ensure that children are challenged to make consistently good progress in the Foundation Stage.
- Improve attendance.

## **Achievement and standards**

### **Grade: 2**

Pupils of different backgrounds and abilities, including those with learning difficulties and disabilities and those who speak English as an additional language, achieve well and make good progress. From a very low starting point on entry to school pupils attain standards that are just below the national average by the end of Year 2 and in line with the national average by the end of Year 6. The rising trend of improvement in standards by both the end of Year 2 and Year 6 means that the school's challenging targets are either met or exceeded.

Pupils achieve particularly well in their last year of school. This is as a result of the exceptionally clear advice that staff give them about what they need to do to improve their work. The literacy and numeracy skills that will contribute to pupils' future economic well-being are developed well. In the Foundation Stage children generally achieve well although achievement is not as consistent as in other year groups in the school. Standards are noticeably improved from those on entry but they are still below the levels expected as the children move into Year 1.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being is good. 'Respect' and 'Friendship' are the cornerstones of the school's work and pupils develop very mature attitudes and make an excellent contribution to the community. Pupils of all ages take on responsibility extremely well and work and play with others, who have very different backgrounds and beliefs, showing care and consideration. The older pupils who act as play leaders are an example to all in the way that they organise games and activities for others and encourage those who are less secure. The school links extremely well with the nearby community centre and this enables pupils to make an excellent contribution to the wider community. Behaviour is very good and for many much improved from first starting school. Pupils have excellent understanding about the need to adopt a healthy lifestyle and are keen to point out that 'the healthy school meals are perfect'. Attendance is satisfactory. The vast majority of pupils attend very well and the school is making every effort to improve the attendance of a small minority. Pupils' spiritual, moral, social and cultural development is good with particular strengths in social development. Older pupils in particular show very good understanding that the feelings of others should help guide one's actions. Pupils of all ages show a good awareness of the need to adopt safe practices.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Staff work very well as a team and show a high level of commitment to every pupil. With a great sense of enthusiasm they encourage pupils in their learning and use a wide range of techniques to make learning enjoyable. Very good relationships are established and pupils quickly learn that they can go to staff if they need help. Staff manage pupils' behaviour very well so that as you walk around the school you see pupils totally engaged in their tasks.

In Year 6, teaching is very good. In English lessons observed in a Year 6 class staff made excellent use of assessment to challenge pupils of all abilities in their learning. They spelt out exactly what the pupils needed to do to attain a level 4 in the National Curriculum and then asked them to assess each other's work to see if they had applied the criteria. The sensitive and yet challenging way that this was done raised pupils' expectations not only of themselves but also of each other so that everyone achieved their best.

In the Foundation Stage, staff are very conscientious and organise a wide range of activities that engage the interests of children of this age. However, opportunities to extend the children's thinking are missed, notably in activities that the children initiate, such as imaginary play.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is well planned to meet the diverse needs of the pupils. There is an excellent programme of enrichment which is greatly enhanced by the school's links with the wider community. There is a strong emphasis on personal and social development including healthy living. The curriculum for Years 1 to 6 ensures a systematic approach to development of the pupils' skills in literacy, numeracy and information and communication technology across the school and also makes good links between subjects.

The school has appropriately undertaken a recent review of the curriculum in the Foundation Stage so that it better meets the needs of the very youngest children.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good overall. The care of pupils is exemplary and staff show a strong commitment to putting the pupils' needs first. Risk assessments and health and safety checks are undertaken carefully. Child protection procedures are robust and effective. The school ensures highly effective support for pupils who join other than the usual points of entry so that these pupils settle quickly.

Data about the pupils' academic performance is used well to interpret trends and to identify patterns of achievement amongst groups and individuals. It is also used to help set targets for pupils. This is working well overall although more can still be done to help children in the Foundation Stage reach higher levels of attainment.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides a very strong lead and a clear vision that drives school improvement. She enables leaders at all levels to be proactive in their roles and staff respond to this level of responsibility very well. This is evident in the way that subject leaders have risen to their increased role in monitoring provision in classrooms. The senior leadership team make an extremely strong contribution to the school's excellent systems for self-evaluation. The programme of monitoring and evaluation is extensive and not only includes staff at all levels and governors but takes full account of the views of parents and pupils so that there is real clarity about where improvement is most needed. The senior team is presently covering the role of Foundation Stage leader and this is not fully effective. An appointment to this role is a priority within the school development plan.

The governing body holds the school to account and as a result has been a good catalyst for school improvement. The school experiences difficulty in appointing parent governors and therefore tends to rely on the input of a relatively small but very conscientious group. The governing body is open to ideas and provides very good opportunities for parents express their views.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when I came to inspect your school on 21 September 2006.

You said Middle Park is a good school and you are very proud of it. You think that everyone is very friendly and that the staff help you to learn a lot so that you make good progress. The inspection agrees with your view that it is a good school.

I could see that you try hard and enjoy your work. You achieve well and usually reach or exceed your targets. You all show high levels of respect towards each other and you work together very well and behaviour is very good. You learn to take on responsibilities, such as those of the play leaders, the house captains and the school council, extremely well and you develop very mature attitudes. Teaching is good. Staff work very well as a team to keep their promise to you that they will 'make learning fun' and they organise a wide range of events and visits out of school for this reason. All of the staff look after you very well and you are extremely well informed about the importance of healthy eating. You are right about the school meals when you say that 'they are perfect'.

The headteacher and the leadership team support the staff very well and they are helping everyone to develop their skills so that the school improves. At present they are working with the staff in the youngest classes to make sure that no opportunity is missed to move the children on in their learning, for instance when the children are involved in imaginary play. We know that the school is working hard to improve attendance and each one of you has an important part to play in ensuring that this happens.

Yours sincerely

Kay Charlton

(Lead Inspector)