



South Park Primary School

Inspection Report

Unique Reference Number 131930
LEA Redbridge LEA
Inspection number 282275
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Andrew Marfleet AI

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

Type of school	Primary	School address	Water Lane
School category	Community		Seven Kings
Age range of pupils	3 to 11		Ilford IG3 9HF
Gender of pupils	Mixed	Telephone number	020 8590 1496
Number on roll	795	Fax number	020 8503 8311
Appropriate authority	The governing body	Chair of governors	Ms Carolyn Carter
Date of previous inspection	6 November 2000	Headteacher	Mr Douglas Rae

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

The school, which is much larger than average, includes a nursery on a separate site. An above average number of pupils are entitled to free school meals. The pupils come from a wide range of minority ethnic groups, the largest being from Indian and Pakistani backgrounds, but there are significant numbers from several other groups. Over 60 pupils are classified as refugees or asylum seekers. Three-quarters of the pupils have English as an additional language, and many know little or no English when they arrive at the school. They join the school in all year groups and at various points in the year. Only half the pupils in Year 6 have come right through the school. The proportion of pupils with learning difficulties is slightly below the national figure. The school has a good reputation in the community and a very stable staff. The headteacher was seconded for one term to work in another local school last year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school has not been effective in making sure pupils achieve as well as they should. Currently, it does not give satisfactory value for money. By the end of Year 6, standards are below average because the pupils have not made enough progress in Key Stage 2. Achievement in mathematics and science, in particular, is unsatisfactory because pupils do not have the vocabulary they need. In Years 1 and 2, however, the pupils make satisfactory progress. The quality of provision and resulting standards in the Foundation Stage are good. Teaching and learning are now satisfactory because significant improvements have been made this year. However, there are still not enough good or outstanding lessons to ensure pupils make rapid progress. Assessment is now effective in English, science and mathematics, and work is marked in a manner which helps pupils to improve but they are not yet set clear individual targets in all curriculum areas. The school cares well for its pupils, whose personal development is good. The school has a positive ethos, and is well regarded by pupils and parents. Not enough improvement has been maintained since the last inspection. Self-evaluation has, until very recently, not been effective in highlighting the reasons for the decline in standards. However, the leadership team has made significant changes to staff deployment, the organisation of teaching groups and the tracking of pupils' progress that have improved the recent achievements of the pupils. The impact of these changes and resulting improvements illustrate clearly that the school has the capacity to improve. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards in Key Stage 2.

What the school should do to improve further

* Raise achievement and standards in mathematics and science in Years 3 to 6; * Ensure there are high expectations of what pupils can achieve in all lessons;

Achievement and standards

Grade: 4

Standards are too low at the end of Year 6 because, in recent years, pupils have not made enough progress from Year 3 onwards. When children start school many do not have the skills expected of three-year-olds. Most children have a limited use of English. During the nursery and reception they achieve well in many areas of learning even though their use of English language skills remains lower than average. Pupils make satisfactory progress in Years 1 and 2 and reach standards that are broadly average in reading, writing and mathematics. The results of national tests at the end of Year 6 show that standards have fallen for the last two years. In 2005 standards were well below average, notably in mathematics and science. Analysis of the results shows that boys do not do as well as girls. Pupils who join the school after Year 2 often have lower

attainment than those who have always been at the school and the limited English of pupils who have recently arrived in this country is a particular barrier to learning. Nevertheless, these pupils, and those with learning difficulties, are well supported and make satisfactory progress. There is evidence that pupils are now making sound progress in lessons as a result of improvements to teaching and assessment. Changes both in staffing and in the organisation of teaching groups have already led to better achievement. For example, in lessons Year 6 pupils are now making the progress they should. The much improved records of pupils' achievements show that they have made secure gains in their learning this year. They also show that most are on course to reach the standards they should and the challenging targets set for the national tests in 2006.

Personal development and well-being

Grade: 2

The school has a positive ethos and the spiritual, moral, social and cultural development of its pupils is good. Knowing that they are valued gives pupils confidence and encourages them to treat one another fairly, and to have a strong sense of right and wrong. Adults provide very good role models. Pupils comment on the respect staff show them, and how they make time for them. They are well prepared for life in a culturally diverse society through the celebration of different festivals and from visitors of all faiths and traditions. Behaviour in class and around the school is good, and pupils are enthusiastic about learning. They clearly enjoy their lessons. Attendance is broadly average, and has improved as a result of steps the school has taken. Pupils have a good understanding of healthy lifestyles, are active and take full part in the wide range of available sports. The well-established school council has its own large budget to spend, and makes a real difference to pupils. One member said, 'It gives us an opportunity to feel we play a part in the school'. They organise events to raise funds for charity, as pupils support their local community and other good causes. There are many opportunities for them to take responsibility, including work experience in Year 6.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There have been recent but significant improvements resulting from changes to staffing and more effective organisation of teaching groups. These changes are now ensuring the pupils make the progress they should. However, the test results at the end of Year 6, for the last two years, clearly show the teaching had not been effective enough until these changes were made. The quality of teaching in nursery and reception classes is good and pupils make good progress. In Years 1 to 6 the teaching is at least satisfactory and an increasing proportion is good. However, there are still not enough good or outstanding lessons to ensure pupils make rapid progress. In some lessons even more should be expected of the pupils. In the strongest lessons, the confident, positive approach of teachers

means that relationships are good and pupils enjoy their learning. Teachers make good use of interactive whiteboards to engage pupils in lessons, which are often planned so that pupils can work co-operatively. Teaching assistants provide effective support for pupils with significant learning difficulties. Careful thought is given to matching tasks and support to pupils' needs. Marking is a particular strength; pupils get good feedback on how they are doing and helpful suggestions for improving their work. The impact of this can be seen in the better progress currently being made in English, science and mathematics in Year 6, where clear individual targets and constructive comments help pupils to learn more effectively. Whilst targets are helping pupils to make faster progress in important areas this practice is not yet fully embedded across the curriculum. The school is addressing gaps in pupils' vocabularies in some subjects by greater focus on key words in lessons. Pupils make reasonable progress in English, particularly in reading, but insufficient attention is being given to developing spoken English and this is holding back the progress of some in other subjects.

Curriculum and other activities

Grade: 3

Recent changes to the organisation of the teaching of English and mathematics have significantly improved how well the curriculum meets the needs of individuals and groups of pupils. Along with the effective use of programmes specifically designed to help those pupils who are falling behind the school is giving satisfactory attention to teaching literacy, numeracy and information and communication technology (ICT). These changes and improvements are having a positive effect on pupils' progress. Pupils at an early stage of learning English are well supported as are pupils with learning difficulties, so that these groups of pupils make satisfactory progress. Provision in the Foundation Stage is good. There is good use of ICT to support learning in different areas, for example in a geography lesson the internet was used well to find out about coastal areas. However, links between subjects that would help pupils see better the relevance of what they are learning are not yet well established. The curriculum is enriched well through a good programme of school visits, good use of visitors and the good range of after school clubs.

Care, guidance and support

Grade: 2

Pupils are nurtured and cared for well from the moment they start school in the nursery until they leave. Arrangements for helping them settle into school, at whatever stage they join the school, and support those who are at an early stage in learning to speak English are particularly effective. Parents are very happy with the quality of the support their children receive and are confident about approaching staff with any concerns. The school is based in large Victorian buildings, which are very well kept and provide a bright, stimulating and safe environment for learning. All health and safety requirements are fully met. Pupils appreciate the many opportunities they have to receive help, such as the 'Oasis Room' at lunchtime. One explained it is, 'a place to go if we feel sad and people will cheer us up'. Procedures for child protection are robust

and regularly updated. There are effective links with outside agencies. Support for pupils with learning difficulties and disabilities is good. Pupils' progress is now rigorously tracked. The information the teachers collect is being used to good effect to address underachievement. The pupils are given clear targets in the core subjects and detailed guidance on how to improve their work, which is already leading to better achievement in Years 3 to 6.

Leadership and management

Grade: 3

The school's leadership and management are satisfactory. Until six months ago, they had not taken sufficient action to address the decline in standards and achievement, although they had succeeded in creating a caring school with a positive ethos. Leadership and management of the Foundation Stage are good. The absence of the headteacher and an assistant head at different times last year resulted in reduced leadership capacity and this did not help the school to address the decline in standards. The full leadership team is now back in place and has been strengthened. Significant actions have been taken. Staff have been more effectively deployed, teaching groups reorganised, and assessment procedures sharpened. Rigorous monitoring is improving the quality of teaching. Pupil tracking data is being used to identify underachievement so that teachers and pupils can focus on key learning points. Imaginative changes to teaching groups, for instance in mathematics, are resulting in the individual needs of pupils being met more effectively. These changes have already had a marked impact and, as a result, pupils are now making the progress they should in lessons. The improvements made in a relatively short time clearly illustrate that the school has a capacity to improve. The governing body are very supportive and have become more rigorous in challenging the school's leadership. The school's finances are soundly managed, but the unsatisfactory achievement of pupils leaving the school in Year 6 means that the school is not providing satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I want to thank you for the friendly welcome you gave us when we visited your school. We enjoyed talking to you and seeing your work. We also enjoyed talking to your teachers and watching assemblies. There were many good things about your school, as well as things we think should be improved.

What we liked most about your school* You are well looked after and enjoy going to school;* Pupils make good progress in the nursery and in Year R;* You are given interesting and useful things to learn and to do, in lessons and in other school activities;* You behave well, and are developing well as young people;* Your school has a headteacher and other senior teachers who know how to improve the school;* Your parents are very happy with the school.

What we have asked your school to do now* Help everyone to make more progress, so that they do well in all the tests held at the end of Year 6;* Make sure that all your lessons are good ones;* Find out more about how well you are doing and tell you what else you could do to improve. We hope that you will all do your best and wish you every success in the future.