

Parklands Junior School

Inspection report

Unique Reference Number	102299
Local Authority	Havering
Inspection number	335871
Inspection dates	25–26 May 2010
Reporting inspector	Gulshanbir Kayembe

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	N Sepple
Headteacher	Elaine Bush
Date of previous school inspection	2 May 2007
School address	Havering Road Romford RM1 4QX
Telephone number	01708 743404
Fax number	01708 742184
Email address	ebush@parklands.havering.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 24 lessons, observing 18 teachers. In addition, short visits were made to classrooms to look at the quality of displays and work in pupils' books. Meetings were held with a group of governors, including the Chair of the Governing Body, staff and pupils, including some of the school council. Inspectors observed the school's work and looked at a wide range of documentation including: the school's plans for improvement; safeguarding documentation; data relating to pupils' attainment and progress; 149 questionnaires completed by parents and carers; 111 questionnaires received from pupils and 18 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well different groups of pupils achieve, especially those with special educational needs and/or disabilities, boys and pupils learning English as an additional language
- how effectively the school uses assessment information to support learning and help pupils understand what they need to do to improve their work
- the effectiveness of the school's work on improving provision and raising standards
- the accuracy of the school's self-evaluation.

Information about the school

Parklands Junior School is a larger than the average school and has fourforms of entry. It is on the same site as Parklands Infants School. Though most pupils are White British, about 17% of pupils are from a range of other ethnic backgrounds. A very small number are at the early stages of learning English as an additional language when they join the school. The proportion of pupils with special educational needs and/or disabilities is in line with national averages, though the proportion with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is average. The school has a number of nationally recognised awards such as Healthy School status, the Activemark and the Investors in People Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Parklands Junior School provides a good-quality education for its pupils. As a result, they make good progress and achieve well. Pupils' personal development is a significant strength. They are confident and self-assured and readily take on responsibility for their own learning and behaviour, which is excellent. The school's positive atmosphere enables pupils to thrive. Excellent care, guidance and support result in pupils having a strong sense of safety as well as a very-well-developed understanding of how to keep safe. A good curriculum with particularly rich opportunities for the arts and extra-curricular activities enables the school to turn out well-rounded individuals with a wide range of skills.

Pupils' attainment is broadly average in English and mathematics. Writing skills develop particularly well. However, while most pupils make good progress in mathematics, they do not do so as consistently as they do in English as they move through the school. In particular, a small number of low-attaining girls do not make as good progress as their peers. The school has not yet developed the use of assessment in mathematics to help both teachers and pupils identify and address areas for improvement to the same good extent that it has in English and this has had an impact on pupils' progress in the subject. Pupils' skills in using information and communication technology (ICT) are good because there are good opportunities to use computers and other technology in lessons. Good teaching underpins good learning across the school. In most lessons pupils are given good-quality tasks that actively engage them in their learning and enable them to systematically develop new ideas and skills. In a small minority of lessons the pace of learning is too slow and pupils are not sufficiently stimulated and engaged in their learning. Pupils with special educational needs and/or disabilities and those learning English as an additional language are well supported in lessons and make good progress in their learning.

School improvement initiatives and activities are well informed by accurate self-evaluation and consequently the school has a good capacity to improve. Pupil progress data is analysed with rigour and the information used to tailor programmes to meet the needs of different groups of pupils. A dip in the number of pupils attaining the higher levels in writing at the end of Year 6 in 2009, for example, has been reversed this year by special sessions for identified pupils. More pupils this year are on track to attain a higher level in writing. Although senior leaders' monitoring of teaching and learning is thorough, subject leaders do not have sufficient opportunities to be involved and feedback to teachers is not sufficiently detailed. Governors have a good understanding of the school's key priorities and are actively supportive of its work.

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What does the school need to do to improve further?

- Improve progress and attainment in mathematics by:
 - developing the use of assessment to identify more sharply the next steps in learning for each individual pupil
 - providing clear and informative feedback to pupils on how to improve their work
 - ensuring that strategies to enable low-attaining girls to make as good progress in mathematics as others do are effective
- Improve satisfactory teaching to good by:
 - ensuring that pupils are actively engaged in all lessons and a good pace is maintained ?
 - involving the subject leaders more actively in monitoring and supporting teaching and learning in their subject areas
 - ensuring that written feedback to teachers provides clearer information on what went well and what needs to be improved.

Outcomes for individuals and groups of pupils

2

The school's data and pupils' books indicate that attainment on entry to the school in Year 3 is below average. It is particularly low in writing with weaknesses in spelling, punctuation and grammar. Some writing at this stage is barely legible. Pupils make good progress to improve their work, and develop secure and sustainable reading and writing skills. Boys and girls make equally good progress in most respects, although pupils' numeracy skills are not always quite as secure as those in literacy, especially those of some lower-attaining girls. For example, if problems are posed in an unexpected way, pupils do not always find it easy to work out the right answer. They also tend to have a better understanding of how to improve their work in English than their work in mathematics. Nonetheless, given their sound grounding in numeracy, such as confidence in using the four basic operations and knowledge of their tables, good progress in literacy and ability to manipulate ICT systems to support their work in other subjects, pupils are well prepared for the next stage of education. Their excellent social skills and ability to work with one another in lessons also support their preparation for future life. In lessons pupils concentrate well on their learning, they listen keenly to their teachers, and readily share ideas and have a go. The good progress of pupils with special educational needs and/or disabilities, including those with significant needs, was shown in a Year 3 mathematics lesson. Their enthusiasm for learning and the progress made was due to well-thought-out activities and very well-chosen practical equipment. Pupils from different ethnic backgrounds make equally good progress as they move through the school.

Pupils are very proud of their school. They are happy here and enjoy all that is on offer. Their keenness to learn contributes to their good achievement. Attendance is

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satisfactory and improving as a result of the school's work with individual families and children. Pupils have an excellent understanding of being healthy and readily adopt healthy lifestyles. This is reflected in the awards the school has achieved such as Healthy School status and Activemark. Pupils' excellent contribution to the community is well illustrated in the way in which they look after the school's two goats and run lunchtime clubs for younger pupils. Pupils are reflective and thoughtful and discuss with maturity, for example, a moral dilemma when presented with one. They show respect for those who are different and have a good understanding of cultural and religious diversity.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Strong relationships are a hallmark of the teaching in the school. Classrooms are calm, orderly and quiet. Teachers often only have to look at a pupil or say a quiet word to get attention and ensure all are on task. Work in most lessons is well matched to pupils' needs. Very occasionally this is not the case in mathematics and leads to work being a little too easy or too hard for some. Questioning is used well both to develop pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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thinking and to assess their understanding of key ideas. Well-structured tasks ensure that pupils grasp new ideas quickly. Pace is good in most lessons. Support staff are well used to support learning. In much of the teaching there are plenty of opportunities for talking in pairs and group work which pupils enjoy. However, in some lessons strategies are not sufficiently varied and effective in fully engaging pupils in learning. Work is regularly marked and written feedback to pupils is particularly good in English because it is based on clear criteria that break down learning into small, measurable steps. Though work in mathematics is regularly marked and errors in pupils' work corrected, a similar approach to help set individual targets and measure success has yet to be adopted.

The school's curriculum includes good provision for English and mathematics. A creative curriculum, which promotes links across subject boundaries, has been in place for about a year. This has been received with enthusiasm by staff and pupils. Pupils' literacy and numeracy skills are well used in other areas of the curriculum. The school has been developing investigation skills in science and this is helping to improve pupils' ability to make predictions and pose questions. Further work is being done to consolidate their ability to explain results from experiments. Excellent opportunities for sports and physical education during and after school promote healthy lifestyles exceptionally well. Pupils are exceptionally well looked after and cared for. An extensive range of agencies and external specialists are used to support individuals and their families. A home?school liaison worker and counsellor enable the school to meet a wide range of needs. Vulnerable pupils, including those with disabilities, are quietly and seamlessly supported. Every pupil is known to the school as an individual. Attendance is monitored rigorously and action taken swiftly to help families who have difficulties getting pupils to school. This is helping to improve attendance rapidly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, in partnership with her deputy headteacher, has created a good sense of teamwork and established a shared purpose and clear understanding of the school's key priorities among all staff and governors. There is mutual support between staff and good collaboration across year teams to ensure a consistent and even experience for pupils. Staff are well trained and contribute to the development of trainee teachers. The Investors in People award is well deserved. The senior team are well focused on developing and improving the quality of teaching. Their evaluations of lessons are

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accurate and detailed but do not set out the strengths and areas for improvement as clearly as they could. Subject leaders are actively involved in improving the provision in their areas. They enthusiastically develop initiatives and ideas to enrich the curriculum and promote learning. However, they do not have enough formal opportunities for evaluating the quality of teaching and learning in their areas.

Governors provide good oversight of the school's work and are confident about asking difficult questions regarding its performance. They ensure that safeguarding procedures are robust and pupils' health and safety are assured. Risk assessments are thorough and staff and governors receive regular and appropriate training on safeguarding issues. The school's approach to equality of opportunity is thorough and the performance of different groups is carefully monitored. The large majority of pupils perform as well as one another and the school is working to address the slower progress of a small number of girls in mathematics. Pupils from very varied backgrounds get on extremely well together. An effective plan for community cohesion means the school is working closely with a wide range of groups within the local community as well as a school in Malawi. This gives pupils an opportunity to have first-hand experiences of those from different backgrounds. A recently established link with another school with a very different intake is designed to extend these first-hand links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents are very positive about the school. They are particularly pleased with the way in which the school looks after their children, information about their children's progress,

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the quality of teaching and the way the school meets individual needs. A very small minority of parents are concerned about their children's progress and how the school deals with behaviour. Inspection evidence indicates that progress is good, though not as consistently so in mathematics as in English, and that the school deals well with pupils' behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parklands Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 149 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	50	70	47	3	2	1	1
The school keeps my child safe	75	50	74	50	0	0	0	0
The school informs me about my child's progress	51	34	92	62	5	3	0	0
My child is making enough progress at this school	62	42	73	49	13	9	0	0
The teaching is good at this school	68	46	73	49	5	3	0	0
The school helps me to support my child's learning	56	38	83	56	7	5	1	1
The school helps my child to have a healthy lifestyle	64	43	73	49	9	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	36	81	54	7	5	0	0
The school meets my child's particular needs	65	44	75	50	6	4	0	0
The school deals effectively with unacceptable behaviour	44	30	85	57	12	8	3	2
The school takes account of my suggestions and concerns	47	32	85	57	9	6	1	1
The school is led and managed effectively	55	37	83	56	6	4	0	0
Overall, I am happy with my child's experience at this school	75	50	65	44	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of Parklands Junior School, Romford, Essex RM1 4QX

Thank you for giving us such a friendly welcome when we visited your school recently. Your school provides you with a good education that helps you to learn well not just in literacy and numeracy but across a wide range of other areas as well. You get very good opportunities to work on computers, which you enjoy. We liked the wide range of art and craft work around the school and the performance you were rehearsing for during our visit. You feel extremely safe at school and have many good friends. We can see that you try always to do your best and that you like and respect the adults in the school and one another.

You make good progress because your staff make learning fun and work hard to help you learn new things. They ask questions that really make you think and give you lots of practical and interesting activities in lessons, so you learn by doing. Your behaviour, attitudes and the way you care about each other is excellent. Your attendance is improving, because the school makes sure your families know how important it is for you to be at school. Your headteacher makes sure that staff and governors put your learning and well-being at the heart of all they do. Staff are keen to keep improving your school and make it an even better place.

To make your school even better, we have asked your headteacher and staff to:

- check more carefully your learning in mathematics so that teachers can give you more information on how well you are doing, identify exactly what you need to do next to improve and make sure everyone makes good progress
- improve the teaching even more so that all of it is good or better.

We know that you will continue to do your best at school and we wish you all every success in the future.

Yours sincerely

Gulshan Kayembe

Lead Inspector

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