

Central Park Primary School

Inspection report

Unique Reference Number	130995
Local Authority	Newham
Inspection number	341079
Inspection dates	13–14 July 2010
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	804
Appropriate authority	The governing body
Chair	Mr A Hussein
Headteacher	Mrs J Critchley
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by five additional inspectors. Inspectors observed 25 lessons and 25 teachers. They met with a governor, members of staff and pupils, looked at a range of school policies and plans, records of pupils' progress, questionnaires returned by staff and pupils and the 109 questionnaires submitted by parents and carers.

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

- girls' achievement in Key Stage 1
- the impact of the school's work to improve attendance and punctuality
- the effectiveness of senior leaders in improving the quality of teaching.

Information about the school

Most pupils who attend this very large school come from the immediate locality. Most are from minority ethnic backgrounds, with Bangladeshi and Pakistani pupils forming the main groups. The proportion that come from homes where English is not the first language is very high. A quarter of these pupils are in the early stages of learning English. The main languages spoken are Urdu and Bengali. The number of pupils known to be eligible for free school meals is well above average. Although the proportion of pupils identified as having special educational needs and/or disabilities is below average, many of these pupils have physical, severe or multiple learning difficulties. The school has Healthy School status for its work in promoting health and fitness amongst pupils.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school which is showing clear signs of improvement. Pupils' achievement is satisfactory and rising. Children's attainment on entry to the Nursery is usually below expected levels for their age. By the time they begin Year 1 they have made satisfactory progress and this continues through Key Stage 1. By the end of Year 6, pupils' attainment is broadly average. This represents significant improvement since 2008, when attainment was below average in all subjects.

Senior leaders show a good commitment towards further improvement and have introduced a range of initiatives which have begun to have an impact upon teaching and learning. New tracking systems are rigorous and provide good information to identify pupils at risk of underachievement. Interventions are then made to help these pupils catch up with their peers. Assessment information is also being used effectively to encourage teachers to become more accountable for their pupils' progress.

Pupils grow into confident young people who show respect for one another's ideas and values. They feel very safe in school and are well prepared for the challenges they may face outside school. They work and play well together and there is a good degree of racial harmony. Although community cohesion is promoted well within the school and local community, overall this aspect of the school's work is inadequate. Pupils have little understanding of what life is like in different communities in the United Kingdom and overseas. The school has not yet carried out an audit of its context in terms of community cohesion or devised an appropriate action plan.

Inspectors agree with pupils who said that they would like more information about how well they are doing. At present, they do not all have individual targets for improvement and are not involved enough in assessing their own progress. Pupils' work is marked regularly but teachers do not always provide helpful comments to pupils about how to improve their work.

The school places a high priority on ensuring safeguarding measures are robust and this means that pupils feel safe in class and around the school. Teaching is satisfactory overall, although it is good in Year 6. In these classes pupils of different abilities are challenged well by a wide range of exciting activities and make good progress. In other classes, pupils' different needs and abilities are not always considered well enough when planning lessons and, consequently progress is no better than satisfactory.

School improvement planning, though satisfactory, is not rigorous enough to drive improvement at a faster pace. It lacks clear targets, success criteria and milestones to judge progress. Although many initiatives have begun their effectiveness has not yet been evaluated.

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The school has made satisfactory improvement overall since the last inspection. Pupils' attainment and attendance are now broadly average and assessment information is being used more effectively. Sound self-evaluation systems have enabled leaders to accurately identify the school's strengths and weaknesses and they have started to take action to secure improvement. These initiatives and the commitment of senior leaders mean that the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring that activities in lessons match pupils' individual needs more closely
 - ensuring that marking provides helpful information for pupils so that they know how to improve their work
 - providing pupils with clear targets for improvement and involving them more closely in assessing progress towards their targets (by end of March 2011)
- Promote community cohesion effectively by:
 - carrying out an audit of the school's religious, ethnic and socio-economic context
 - developing an action plan to improve provision in relation to community cohesion
 - developing links with different communities in the United Kingdom and overseas (by end of February 2011)
- Improve the quality of leadership and management by:
 - planning more carefully for school improvement, including clear targets, success criteria and milestones to judge progress
 - monitoring the impact of initiatives more closely. (by end of December 2010)

Outcomes for individuals and groups of pupils**3**

Pupils are keen to learn and apply themselves well in lessons. They work well in pairs and small groups but also show good levels of motivation when working independently. They are polite and welcoming to visitors. Girls and boys from all ethnic groups and those from homes where English is not the first language, including Bangladeshi and Pakistani families, achieve satisfactorily and enjoy learning. Work seen in classrooms and in their books show that pupils, including those with special educational needs and/or disabilities, are making satisfactory progress. Pupils' attainment at the end of Key Stage 1 has risen over the last two years and is now average, and girls achieve as well as boys. Progress varies considerably throughout the school depending upon the quality of teaching that pupils receive. Although it is satisfactory overall, progress is sometimes slower in Years 3 and 4, where the school has rightly identified that teaching is not always as effective as it should be. Current initiatives, including rigorous progress meetings between senior leaders and teachers, are helping to improve the situation.

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Improvements are reflected, for example in a Year 4 lesson where pupils were learning how to find fractional parts of whole numbers. The pupils were fully engaged and participated well in the lesson. They worked hard with their partners to complete the answers to various problems, with all pupils making good progress.

The school's work to gain Healthy School status has helped pupils to understand the importance of healthy lifestyles. Pupils are clear about what to do if there is any bullying and are confident that any such incidents are swiftly and effectively addressed. Pupils show a high degree of care and concern for one another. They know the value of teamwork. Year 6 pupils for example, worked hard in their groups to budget for a camping trip, carefully deciding who should carry out different aspects of the calculations. These positive attitudes, coupled with satisfactory attendance and application of basic skills, mean they are adequately prepared for their future education. Spiritual, moral, social and cultural development is satisfactory. Pupils reflected appropriately about the contrasting feelings of the winning and losing teams in the World Cup final during one assembly, and related it to their own feelings on sports day.

These are the grades for pupils' outcomes

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

How effective is the provision?

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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A satisfactory range of activities is organised to make learning enjoyable for pupils. Pupils speak enthusiastically about their visits to various museums in London which help them understand different aspects of their work in history. Many pupils take part in the satisfactory range of out-of-school clubs and activities organised by staff, for example, cycling, cricket and chess. The school has identified the need to review the curriculum to provide more links between subjects and to extend pupils' use of computers in different subjects.

Teachers have positive relationships with pupils and manage their behaviour well. They use a variety of strategies to maintain pupils' attention, such as questioning, paired discussion and effective use of interactive whiteboards to illustrate specific teaching points and share the objectives of the lesson. In the best lessons, pupils' interest is engaged successfully through stimulating activities. In a Year 2 lesson for example, the pupils were enthralled by the teacher's animated telling of the story, 'Rachel versus Bonecrusher the Mighty'. They eagerly discussed the characters and predicted what might happen next. They were excited about the activity and made good progress. Nevertheless, the lack of challenge for pupils in some lessons and the limited use of high quality feedback mean that pupils' progress overall is satisfactory rather than good.

Pastoral care is satisfactory. Learning mentors work effectively with pupils who need additional care and guidance to help them play a full part in school life. Pupils with physical, severe and multiple learning difficulties receive satisfactory support from teachers and assistants. Satisfactory transition programmes help pupils prepare for transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders are performing satisfactory roles at present, although some are too involved in the day-to-day running of the school rather than playing a strategic role. The management team is currently being restructured to ensure that its members have clearer and more appropriate roles and responsibilities. Nonetheless, senior leaders have embedded ambition amongst staff and driven improvement satisfactorily over the past two years. Rigorous lesson monitoring has triggered additional support for teachers and this is beginning to have an impact on pupils' learning.

The school has a reasonably accurate view of its performance, analysing data effectively and sharing information with governors. Governors have a sound range of skills with

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which to support the school and they represent the cultural diversity of the community well. However, the school does not yet promote community cohesion successfully with regard to the wider United Kingdom and overseas communities. Governors play an active role in monitoring safeguarding procedures, which are robust and a high priority of the school.

Staff promote equality of opportunity satisfactorily, analysing information about pupils' progress to ensure all are achieving appropriately whatever their background or needs. Racist incidents are extremely rare and the school has robust systems in place to tackle them if they do occur.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good induction procedures ensure that children settle quickly into Nursery and develop their self-confidence. Effective relationships with parents and carers are established so that they feel confident that their children will be well looked after. Children develop good attitudes to healthy lifestyles, enjoying fruit and vegetables at snack time and readily engaging in physical activities outdoors. They behave well and develop positive relationships with each other and adults.

The school has adopted a structured approach to developing children's skills in letters and sounds and this is working well, although only a minority of children reach expected levels in literacy by the time they move to Year 1. Children enjoy the challenge of the activities provided, responding well to the praise and encouragement given by adults. They take advantage of the good opportunities to develop their computer skills, work

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independently and in small groups on a variety of programmes to support basic literacy and numeracy skills.

Children have good opportunities to make choices about what they do indoors and outdoors but adults are not always deployed well enough in the Nursery to check that children are involved productively in their learning, or to provide support for children's developing English skills. Activities in the outdoor Nursery and Reception areas often lack imagination and excitement to engage children's interest successfully.

Leadership and management are satisfactory. There are useful links with outside agencies to support staff development and appropriate attention is paid to promoting children's health and safety. However, assessment procedures are not fully established and information about children's achievements is not used well enough to plan appropriate activities to help them move on in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers agreed that their children enjoyed school and overall, they were happy with the school. A small minority had concerns about leadership and management and how the school listens to their suggestions and concerns. Inspectors found that some elements of leadership required improvement and that the systems to take account of parents' and carers' views could be better. A small minority thought that the school did not help them support their children's learning at home and inspectors agreed with their views. They also agreed with those who said that the school did not always meet their children's individual needs, which was sometimes the case in lessons observed by inspectors. Inspectors did not agree with parents and carers who had concerns about how the school dealt with unacceptable behaviour. Inspectors found that there were clear systems in place which were working well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Central Park Primary 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 804 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	54	42	39	5	5	3	3
The school keeps my child safe	59	54	36	33	12	11	2	2
The school informs me about my child's progress	40	37	48	44	17	16	3	3
My child is making enough progress at this school	34	31	53	49	13	12	7	6
The teaching is good at this school	25	23	63	58	16	15	3	3
The school helps me to support my child's learning	27	25	53	49	23	21	4	4
The school helps my child to have a healthy lifestyle	36	33	59	54	10	9	3	3
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)	33	30	58	53	11	10	5	5
The school meets my child's particular needs	19	17	63	58	18	17	7	6
The school deals effectively with unacceptable behaviour	26	24	52	48	18	17	11	10
The school takes account of my suggestions and concerns	25	23	49	45	20	19	9	8
The school is led and managed effectively	23	21	58	53	15	14	10	9
Overall, I am happy with my child's experience at this school	38	35	53	49	8	7	8	7

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.



15 July 2010

Dear Pupils

Inspection of Central Park Primary School, London E6 3DW

Thank you so much for welcoming us recently and telling us your opinions about your school. Your views, along with everything else that we saw, helped us to form a clear view about how well your school works. You go to a satisfactory school and these are some of the important things we found out about it:

- All the adults look after you and keep you safe in school.
- You respect each other's views, faiths and cultures.
- Your behaviour is good in lessons and around the school.
- You work hard and always try your best.
- The teaching is satisfactory and helps you to reach broadly average standards by the time you go to secondary school.
- You really enjoy lessons which involve you practically in your learning.

We have asked your teachers to make sure that lessons are set at the right levels to ensure you all make better progress. We have also asked them to set you clear individual targets for improvement that involve you more in assessing your progress and give you more information about how to improve your work when marking your books. We have also asked them to plan more opportunities for you to learn about pupils who live in other communities in the United Kingdom and overseas. Finally, we have asked the adults in charge to make sure they check how well initiatives are working and to plan even more carefully for school improvement.

You can all play your part in helping your school to become even better by making sure you continue to work hard, behave well and attend school every day.

Yours sincerely

Mary Summers

Lead inspector

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