

# South Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	131930
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	341252
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Derek Aitken

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	807
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Carter
<b>Headteacher</b>	Ms D Keigwin
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Water Lane Seven Kings Ilford IG3 9HF
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## Introduction

This inspection was carried out by four additional inspectors. Half their time in school was spent observing the quality of pupils' learning and progress in lessons. Seventeen lessons were observed and 17 teachers seen. Meetings were held with staff, the chair of governors and pupils. The inspectors observed the school's work and looked at assessment data, monitoring and evaluation documents, policies and procedures. Questionnaires from 178 parents and carers were received and analysed.

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

- the progress of boys, especially in Key Stage 2
- how well pupils develop basic skills, especially in writing
- the impact of new teaching and learning strategies on pupils' learning
- the quality of assessment in the Early Years Foundation Stage.

## Information about the school

This is a very large school serving a diverse community. Nearly all pupils are of minority ethnic origin, with Pakistani and Indian pupils forming the largest groups. A small minority of pupils are at an early stage of learning English as an additional language. This proportion includes a sizeable number who join the school each year with little or no previous education in the United Kingdom. Around one third of pupils have special educational needs and/or disabilities, mainly moderate learning difficulties. Early Years Foundation Stage children are taught in two part-time Nursery and three Reception classes. About half of children join Reception either from other settings or without pre-school experience. The headteacher took up post in September 2009.

**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

South Park provides its pupils with a satisfactory education. The school's strengths derive from the good quality of its pastoral provision. This ensures that pupils, including those whose circumstances may make them vulnerable, settle quickly and enjoy school. As one new boy reported: 'When I came into the classroom, all the children smiled at me.' The school's successful strategies for promoting pupils' well-being are reflected in several positive outcomes in terms of their personal development.

Children make satisfactory progress in their learning in Nursery and Reception. However, weaknesses in the quality of the information on children's competences when they start school restrict the staff's capacity to plan lessons to meet their needs. Pupils' starting points on entry to Year 1 are slightly below national expectations in all areas of learning. Thereafter pupils go on to reach broadly average standards by the end of Year 6 in English, mathematics and science. This represents satisfactory achievement. However, attainment in writing, especially for boys, has been below average for some years and not enough attention has been given to improving achievement in this subject. Speaking activities in lessons do not always provide pupils with the best preparation for undertaking writing tasks. In addition, teachers' marking does not always give pupils good feedback with regard to the standard of their written work and how they can improve it. Pupils know they are well cared for and enjoy good, respectful relationships with the staff. Consequently, they behave well, concentrate fully in lessons and have very positive attitudes to learning. These good personal qualities are not fully capitalised upon to ensure that pupils make good, rather than satisfactory progress. Teachers do not consistently use assessment information to adapt lessons to meet the needs of all pupils. Some lessons, especially for younger pupils, are too teacher-led, which restricts creativity and opportunities to learn independently.

The new headteacher has quickly acquired a sharp grasp of the school's key priorities and begun to tackle them systematically. This is reflected in the school's accurate evaluation of its current performance. This, together with the steady maintenance of standards since the last inspection, provides the school with a satisfactory platform for further improvement. While suitable monitoring systems are in place to check on the school's performance, these are not yet used to maximum effect. For example, lesson observations carried out by senior leaders do not focus sharply enough on pupils' learning and progress. This restricts their ability to evaluate precisely the impact of new teaching strategies such as the use of new resources for mathematics to make learning more meaningful for pupils.

**What does the school need to do to improve further?**

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- Improve the quality of teaching and learning by:
  - ensuring that teachers make consistent use of assessment information to meet the needs of all pupils
  - ensuring that pupils have better opportunities to learn independently
  - ensuring that new teaching strategies are evaluated sharply in relation to their impact on pupils' learning and progress.
- Improve standards in writing, especially for boys, so that these are in line with national averages by July 2012 by:
  - linking speaking activities in lessons more closely to purposeful writing tasks
  - ensuring that the marking of writing gives pupils clear guidance on how to improve their work.
- Ensure that the assessment information gathered in Nursery and Reception classes is of sufficient range and quality to enable staff to:
  - quickly acquire an accurate evaluation of children's skills and understanding to help track their progress over time
  - plan more effectively for the next steps in children's learning.

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

Pupils make better progress in reading than in writing because successful strategies, such as guided reading lessons, are well established to raise standards. Writing remains a weakness, particularly for boys, although handwriting has improved since the previous inspection. Pupils are aware of the purposes of descriptive terms such as adjectives, but do not learn to make effective use of these in their written work. This was evident in a Lower Key Stage 2 lesson where pupils were doing oral work on similes containing adjectives. The teacher was too accepting of pupils' inaccurate attempts and did not build up a sufficient range of adjectives to spark their imagination and equip them fully for the independent writing task. Pupils' progress in mathematics is satisfactory, but there is some variation between years and classes linked to inconsistencies in the quality of teaching.

Pupils with special educational needs and/or disabilities make satisfactory progress. Small group withdrawal sessions are often successful in moving pupils on in their learning. For example, in a literacy lesson, pupils' own experiences and photographs of the recent snowy weather were very effectively built on to enable them to prepare an interesting narrative. Pupils at an early stage of learning English make steady progress in their understanding and use of the language.

Pupils have a good regard for their school and enjoy learning. Pupils of very different cultural and ethnic backgrounds work and play in harmony. They support each other well in lessons. For example, in an Upper Key Stage 2 lesson, pupils concentrated hard on learning their individual lines before successfully combining to create a coherent group narrative. Pupils have a good awareness of healthy lifestyles and how to stay

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safe. Exclusions are a very rare occurrence and the vast majority of pupils behave responsibly both in lessons and out in the schoolyards. Pupils contribute well to the school community, for example as school councillors, but opportunities to represent the school more widely are largely restricted to sporting activities.

Pupils' satisfactory achievement, combined with their average attendance, means that they are set up adequately for the next stage in their learning.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

All teachers establish constructive relationships with pupils which has a good impact on behaviour and attitudes to learning. While there is very little teaching which borders on inadequate, there is not enough which is good or better. In a good science lesson pupils were actively involved from the start, exchanging ideas about circuits. This provoked a high level of discussion and provided appropriate challenge to pupils of all abilities before the teacher intervened to check, refine their understanding and move them on. The pace of learning in other lessons is sometimes less brisk, either because pupils spend too long on the carpet listening to the teacher, or because opportunities for them

<sup>1</sup> 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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to learn independently are too restricted. While some planning is fully adapted to meet the needs of all pupils, including those who have very recently joined the school, this is not routinely the case. Consequently, new concepts are not always reinforced and teachers' questioning and tasks do not always stretch pupils. Teachers mark written work regularly, but pupils often do not have a clear idea of how well they are doing or how to improve.

The curriculum is under review to implement more creative learning experiences for pupils and to engage boys' interest in writing. A few initiatives are in place to provide pupils with opportunities to engage in extended writing in geography and history. These initiatives, as yet, are too isolated to have a significant impact on attainment. The curriculum supports pupils' emotional and physical well-being well, for example by incorporating lessons on anti-racism.

The school's pastoral systems have adapted well to accommodate the needs of a changing intake. Innovative features include the 'thinking room' supervised by an adult and the 'oasis room' run by pupils themselves. These offer a friendly welcome to pupils who feel troubled or isolated at lunchtime. These systems are supplemented well through effective links with a wide range of external agencies. The school works well to meet its targets for pupils' attendance and places a successful emphasis on promoting good behaviour through a careful mix of rewards, sanctions and other strategies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The new headteacher's business-like approach has gained her the respect and confidence of staff. She is effectively supported by other senior leaders. The school holds comprehensive data on pupils' performance across all year groups. This is used well to identify weaker areas of the curriculum and to check where individual pupils are doing well or underachieving. While pupils are set challenging targets, systems to ensure that they meet these have not been sufficiently robust to ensure good progress. Arrangements for safeguarding pupils meet current requirements. Incident records are adequate, and up-to-date, but the actions taken when following up any occurrences are sometimes not recorded. The school makes a satisfactory contribution to community cohesion. Its work to build links beyond the immediate community is at an early stage. The promotion of equal opportunities is satisfactory as the good outcomes for pupils' personal development are not matched by similar outcomes in terms of their

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achievement.

Governors are supportive and regularly visit the school to see it in operation. They have a sound overview of the school's main priorities, but their role in routinely monitoring policies and practice is not fully developed.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make satisfactory gains in their learning and development from entering Nursery or Reception with skills which are below those expected for their age. They quickly settle as relationships between staff and children are good. Staff build effectively on the good links established with parents, for example during home visits. Staff use positive behaviour strategies well, which effectively raises the self-esteem of the younger children. As a result children are happy, behave well and work well in groups. They quickly acquire self-care skills, such as hand-washing.

The most successful parts of lessons are the carpet sessions led by the staff. The staff's subject knowledge is secure and provides a satisfactory foundation for developing children's knowledge and skills indoors. Successful use of a national letters and sounds programme has resulted in improvements in children's literacy skills. However, some limitations in resources in the Nursery and in the use made of the outdoor environment restrict opportunities for children to learn through exploration and investigation. Consequently, day-to-day assessment is not securely based on observation of children's independent learning. Limitations in the quality of the data for children's attainment on entry both to Nursery and Reception hamper the staff's capacity to measure progress



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over time. This is reflected in teachers' planning and sometimes results in a lack of challenge in lessons.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

About a fifth of parents and carers returned a questionnaire. The responses indicate a good deal of satisfaction, particularly with pupils' enjoyment of their learning and their sense of feeling safe at school. Main areas of concern related to pupils' progress and the school's capacity to meet the needs of individual pupils.

Common positive features of written comments referred to the welcoming nature of the school, pupils' general well-being and the improvements being implemented by the headteacher. Less positive comments related to the limited number of after-school clubs and some lack of challenge for pupils.

Inspectors' findings largely endorse the views of parents and carers and are reflected elsewhere in this report. Overall, inspectors judge that pupils make satisfactory progress and that the needs of individuals are satisfactorily met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South 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 178 completed questionnaires by the end of the on-site inspection. In total, there are 800 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	42	96	54	2	1	0	0
The school keeps my child safe	76	43	96	54	4	2	1	1
The school informs me about my child's progress	52	29	116	65	8	4	0	0
My child is making enough progress at this school	33	19	119	67	22	12	0	0
The teaching is good at this school	59	33	102	57	13	7	0	0
The school helps me to support my child's learning	44	25	114	64	13	7	0	0
The school helps my child to have a healthy lifestyle	36	20	122	69	9	5	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)	42	24	107	60	14	8	0	0
The school meets my child's particular needs	34	19	114	64	20	11	6	3
The school deals effectively with unacceptable behaviour	45	25	105	59	10	6	10	6
The school takes account of my suggestions and concerns	39	22	105	59	16	9	2	1
The school is led and managed effectively	50	28	101	57	8	4	1	1
Overall, I am happy with my child's experience at this school	64	36	99	56	11	6	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 January 2010

Dear Pupils

Inspection of South Park Primary School, Ilford IG3 9HF

Thank you all for making us so welcome in your school. We will remember how friendly you were and how keen you were to talk to us about your interests and your school.

South Park is a satisfactory school. These are things that it does well.

- The staff care for you and work hard to make sure you settle in well and enjoy school. Your personal development is good.
- You know what to do to keep healthy and stay safe. You behave well and get on well with each other and your teachers.

You make steady progress in your learning and reach average standards at the end of Year 6. To improve your progress we have asked the school to do two things:

- Make sure that teachers make good use of assessment to match work to your needs; give you better chances to learn independently; and check that new teaching ideas help you make good progress
- Improve your writing skills by making better links between speaking and writing tasks and giving you a clearer idea of how you can improve your written work.

You can help by continuing to work hard in your lessons, especially on your writing.

Yours sincerely

Derek Aitken

Lead Inspector

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