

# Middle Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	130921
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	354512
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Joy Considine

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>	337
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoff Sheath
<b>Headteacher</b>	Laurie Ferriday
<b>Date of previous school inspection</b>	21 September 2006
<b>School address</b>	Middle Park Avenue London SE9 5RX
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<b>Email address</b>	headteacher.middlepark.greenwich@lgsl.net

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## Introduction

This inspection was carried out by three additional inspectors. They visited 24 lessons taught by 14 teachers. Meetings were held with pupils, governors and staff. Inspectors evaluated the work of the school and they looked at the school improvement plan, pupil progress information, minutes from governors' meetings and other documentary evidence related to the inspection. They analysed questionnaires from 16 parents and carers.

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

- the achievement of boys in reading, writing and mathematics
- the effectiveness of the Early Years Foundation Stage
- how well pupils who have special educational needs and/or disabilities achieve
- improvements in attendance since the last inspection.

## Information about the school

The school is larger than most primary schools. The proportion of pupils who are from ethnic minorities is higher than usual although the proportion of pupils who speak English as an additional language is about average. There is a high proportion of pupils who have special educational needs and/or disabilities and most of these pupils have communication and language difficulties. The proportion of pupils who are entitled to take free school meals much higher than usual. The school has received many awards including Healthy Schools, Basic Skills Quality Mark and Artsmark.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

'We will ensure that all our children see the opportunities the world has to offer as achievable dreams' is one of the many values that this outstanding school promotes. At the heart of its work is the belief that every pupil can succeed and this is clearly evident in the good achievement of all pupils, including those who have special educational needs and/or disabilities. School leaders have worked exceptionally hard since the last inspection to provide a high quality of education for all pupils. All staff are ambitious and they have very high expectations of what pupils can achieve.

Pupils are happy and they enjoy school because adults provide excellent care for them. They appreciate the activities the school offers to keep them healthy. They understand the potential dangers to which they can be exposed and they are learning to take responsibility for their own actions. In lessons, pupils work hard and they achieve well in English, mathematics and science. They play an active role in their school and their local community. Older pupils apply for positions of responsibility such as play leaders to help younger pupils at playtimes. They visited the local hospice to sing carols at Christmas and they raise funds for charities and good causes. There are plans in place to expand these community links to places further afield, such as Norfolk and Kenya, to further promote community cohesion, which is already good. Pupils' good achievement in basic skills, coupled with their excellent personal development, prepares them very well for their future.

Under the guidance of the headteacher and senior leaders, there has been a drive to improve the quality of teaching and it is now outstanding. Although pupils' attainment in English, mathematics and science is broadly as expected, they make good progress in these subjects as they move through the school. The pace of lessons is brisk and challenging and so pupils are interested in their work and they make good progress in all lessons. The curriculum is vibrant and engages the interest of pupils. It is well planned, with a wide programme of visits and visitors to provide enriching experiences for pupils. The school prides itself on the outstanding care and guidance provided for pupils and their families. Parents and carers are welcomed into school but a significant minority are reluctant to take a more active role in their children's education. Staff at all levels pay meticulous attention to safeguarding, which is exemplary.

School leaders provide a strong sense of direction to the work of the school. All staff have delegated responsibility for leading aspects of the school's work so they have plenty of opportunities to develop their skills and expertise and to lead on school developments. Self-evaluation at all levels is thorough and gives school leaders a clear picture of where they can further develop. They have been conspicuously successful in bringing about improvements since the last inspection and have excellent capacity to

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improve further.

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

- Increase pupils' understanding of community involvement by:
  - encouraging more parents to be actively involved in the life of the school
  - establishing clear communication between pupils and schools from a contrasting part of Britain and the wider world by autumn 2011.

## Outcomes for individuals and groups of pupils

**1**

Pupils feel very safe and secure in school. They are mature and thoughtful and show respect and consideration towards others. They are reflective and take great delight in exploring the world around them. This was seen in one lesson where young children were fascinated by the sight of a snail slithering along the bark of a tree. Pupils have excellent attitudes to learning and are keen to work hard. As a result, they all make good progress in English, mathematics and science. Pupils start school with skills that are well below those expected for their age, particularly in literacy, language and communication. By the end of Year 6, pupils' attainment is satisfactory overall and it is good in English. The school has achieved the Basic Skills Quality Mark in recognition of pupils' good achievement. Teachers are highly skilled in assessing pupils' work and they plan lessons specifically tailored to pupils' needs. This means that all pupils, including those who have special educational needs and/or disabilities achieve well. Pupils readily adopt healthy lifestyles and they are proud to have achieved the Healthy School Award. They enjoy the wide range of physical activities available to them and they appreciate the school meals which are of high quality. In addition to participating on the school council, pupils act as prefects and house captains as well as taking on many other roles that give them the opportunity to make an outstanding contribution to the school and the wider community. Attendance has improved significantly since the last inspection and it is now satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	1

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

**How effective is the provision?**

Relationships between adults and pupils are of very high quality and this inspires pupils to do their best. Because of this, pupils' behaviour and attitudes in lessons are excellent. Teachers have excellent subject knowledge and, together with their imagination, energy and enthusiasm, consistently challenge pupils to develop their knowledge and understanding. For example, in one lesson, pupils were working in groups to design different types of questions to conduct a successful interview. Pupils then had to role-play the interview and to evaluate the quality of the questions. In addition to some talented performances, pupils had to listen carefully to identify different types of questions such as those that probe, analyse or inquire. Systems to assess pupils' work are exemplary. Pupils' work is constructively marked to help them to understand what they have done well and what they need to learn next. Pupils know and understand the rigorous targets that teachers set for them and they are referred to frequently in lessons.

The school provides an imaginative curriculum that captures pupils' interest and enthusiasm and raises their aspirations for what they might achieve in the future. Following consultation with pupils, subjects are taught in topics that are well planned and usually linked to a visit. For example, the Year 6 topic '1066 and All That' was based on a visit to Hastings. Creative links between subjects help to stimulate and foster pupils' interest and provide further opportunities to stretch their learning. The quality of art is a strength of the school, which has received the Artsmark award. There is additional enrichment provided through activities such as sailing and golf. Pupils visit a local pizza restaurant to find out how the business works and this makes a good contribution to their future economic well-being. The broad range of extra-curricular activities very effectively promotes pupils' personal development. The school has outstanding provision for care, guidance and support, enabling all pupils to make the very best of the opportunities provided by the school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and senior leaders have considerable drive and enthusiasm and they have successfully inspired the school community to share a common sense of purpose. They are innovative and ambitious and have created a culture in which every child is expected to succeed. Leaders at all levels are positively encouraged to take on responsibility and they are closely involved in monitoring and evaluating the work of the school. As a result they have an exceptionally clear understanding of the school's strengths and where further improvements are needed. Development plans are tightly focused on key priorities that have been agreed with staff and governors. Governors play a significant role in the success of the school. They have a thorough understanding of the work of the school because they work in close partnership with the headteacher and senior leaders. The school makes excellent use of partnerships with local organisations such as local universities, the community centre and the extended schools cluster to improve provision for pupils. Leaders and staff at all levels have a comprehensive understanding of safeguarding issues. This permeates all aspects of the school's life, and work with key agencies is exemplary. Staff ensure that there is no discrimination among pupils so that they all have an opportunity to flourish and achieve exceptionally well. The school has effectively promoted community cohesion at school and local levels and they are currently strengthening links with other schools in Britain and Kenya.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>1</b>
	1
<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>1</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children are warmly welcomed into a safe, secure environment which is well resourced both indoors and outside. As a result, they are developing into confident learners who are keen to explore the world around them. Staff use assessment information exceptionally well to plan a wide range of exciting activities to meet the learning needs of children. These are well structured and they enable children to explore and learn from the environment. For example, children were collecting insects and other small creatures from the garden which they subsequently explored with the aid of magnifiers. There is a good balance between activities that are led by the teacher and those that children choose for themselves. Staff care greatly about the children and they encourage them to express their thoughts, ideas and experiences. As a result, children are making good progress in the development of their language and social skills. Children are able to take turns, to share and to listen to each other. Staff work closely as a team with collective responsibility for the care and education of children. The strong leader has an excellent understanding of Early Years education and has high expectations for children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A very small number of parents and carers returned the questionnaires. Of these, most were fully supportive of the work of the school. Two parents felt that the school did not provide them with enough information about how well their children were progressing at school. However, inspectors found that the quality of information provided for parents was good.



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

Ofsted invited all the registered parents and carers of pupils registered at Middle 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 16 completed questionnaires by the end of the on-site inspection. In total, there are 337 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	69	5	31	0	0	0	0
The school keeps my child safe	9	56	7	44	0	0	0	0
The school informs me about my child's progress	8	50	6	38	2	13	0	0
My child is making enough progress at this school	9	56	7	44	0	0	0	0
The teaching is good at this school	12	75	4	25	0	0	0	0
The school helps me to support my child's learning	10	63	5	31	1	6	0	0
The school helps my child to have a healthy lifestyle	11	69	5	31	0	0	0	0
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)	8	50	7	44	0	0	0	0
The school meets my child's particular needs	10	63	6	38	0	0	0	0
The school deals effectively with unacceptable behaviour	7	44	8	50	0	0	0	0
The school takes account of my suggestions and concerns	8	50	8	50	0	0	0	0
The school is led and managed effectively	11	69	5	31	0	0	0	0
Overall, I am happy with my child's experience at this school	13	81	3	19	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <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.**



12 July 2010

Dear Pupils

Inspection of Middle Park Primary School, Eltham, SE9 5RX

On behalf of the inspection team, thank you for making us so welcome when we visited your school. We enjoyed meeting you all and hearing what you had to say about your school. We agreed with many of you who said that your school was brilliant. It is an outstanding school. There are so many things about your school that make it so good. These are just some of them.

- Your teachers care very much for you and they expect you to work hard and do your best.
- You are all making good progress in English, mathematics and science.
- Your teachers are very good at helping you to understand what you are expected to learn and how well you are doing.
- Teachers plan an exciting curriculum for you and it is well matched to your needs.
- You all get on very well together and behave well.
- You have lots of jobs to do around the school such as house captains and play leaders. You also care about others and enjoy raising money to help charities.
- Your school leaders are highly skilled in ensuring that you all receive an excellent quality of education and they continuously look for even better ways of making sure that you reach for your dreams.

I wish you all the very best for the future.

Yours sincerely

Joy Considine

Lead inspector

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