

# Parklands Infant School

Havering Road, Romford, RM1 4QX

**Inspection dates** 4– 5 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards reached by pupils at the end of Year 2 are above the national average in reading, writing and mathematics.
- Children in Nursery and Reception achieve well because they experience a range of activities which enable them to develop their confidence and language skills.
- Teaching is good overall because pupils make good progress throughout the school from low starting points.
- Skilled teaching assistants make a considerable contribution to pupils' learning, particularly for the disabled pupils and those with special educational needs.
- Pupils are happy, courteous and respectful to adults and each other.
- Leaders are ambitious for the school and have clear plans to support the school's development.
- The thematic curriculum provides pupils with a range of learning experiences which helps them to learn extremely well about the wider world.
- Parents and carers are very happy with their children's education and contribute well themselves.
- Governors have a wide range of expertise; they know the strengths and weaknesses of the school and ensure funding is spent wisely.

### It is not yet an outstanding school because

- The teaching of sounds that letters make is not enabling all pupils to make rapid progress.
- More able pupils are not always given demanding enough work to make sure they all reach the level of which they are capable.
- Not all leaders are sufficiently effective in improving the rate of progress made by pupils across the school.
- Governors do not always check on the progress of key school priorities.

## Information about this inspection

- Inspectors visited 17 full and part lessons, including three joint observations with the headteacher and the deputy headteacher. Inspectors also carried out a trail of special needs teaching and a learning walk with the headteacher.
- Meetings were held with the headteacher, deputy headteacher, phase leaders, year group leaders, subject leaders, special needs leader, home-school support worker, three members of the governing body and a representative from the local authority. Inspectors heard pupils read and spoke with pupils during the lunchtime break.
- Inspectors took account of the views of parents and carers from 40 responses to the on-line questionnaire (Parent View) and two letters, and met some parents and carers informally at the start of the school day.
- The views of 37 staff who returned questionnaires were taken into account.
- Inspectors looked at a range of evidence, including: the school’s own self-evaluation; the school’s development plan; the school’s information for tracking pupil attainment and progress; checks on the effectiveness of the school and teaching; work in pupils’ books; behaviour and attendance records; minutes of the governing body meetings and the documentation relating to safeguarding.

## Inspection team

Pervina Saunders, Lead inspector	Additional Inspector
Clementina Olufunke Aina	Additional Inspector
Jennifer Barker	Additional Inspector

## Full report

### Information about this school

- This is a larger than average infant school, with a Nursery and four forms of entry.
- The vast majority of pupils are from White British heritage.
- The proportion of pupils from minority ethnic heritages is below that found nationally.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The proportion of pupils with disabilities and those with special educational needs supported at school action is higher than that found nationally. The proportion supported at school action plus or with a statement of educational needs is above the national average.
- The proportion of pupils known to be eligible for the pupil premium is lower than the national average. The pupil premium provides additional funding for children in local authority care, children from service families, and pupils known to be eligible for free school meals. In this school, there are no children from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils from other settings as well as pupils from the Nursery join the Reception classes.
- The school runs a breakfast and after-school club.
- The school works in partnership with other local schools.

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

- Improve the quality of teaching from good to outstanding by:
  - making sure that the teaching of the sounds that letters make is more rigorous and consistent across the school and that the activities enable all pupils to make more rapid progress
  - ensuring more able pupils are consistently challenged to reach the higher levels of attainment.
- Improve the rate at which pupils make progress in all classes and all subjects by:
  - ensuring all leaders are held accountable for attainment and progress in the areas they are responsible for and that they check and analyse the progress made by pupils more rigorously
  - making sure governor visits are more closely focussed on the key school priorities and that they ask more probing questions about the outcomes.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment has steadily improved over time and they are making good progress throughout the school. Pupils leave the school with attainment which is significantly above the national and they are well prepared for the next stage in their learning. This is due to good teaching in lessons and the good support pupils get from other adults in the classroom.
- Children enter Nursery with skills that are below those expected for their age, particularly in speaking, writing, reading and number. They achieve well in the Nursery because there are well-organised induction systems and the excellent links established with parents enable the children to settle quickly into school life. They continue to make good progress in Reception because they experience a variety of activities and adults support the development of language skills through excellent modelling.
- Pupils make good progress in Key Stage 1, particularly in reading and mathematics. The close links developed with home help the pupils to develop their reading skills. Inspectors found that the pupils mostly use their phonics skills well to read unknown words; however, sometimes pupils do not always understand what they are reading.
- The more able pupils enjoy reading a range of fiction and non-fiction books which develop their skills. They are generally making good progress but sometimes the work in lessons does not enable them to work independently or to think hard.
- Pupils from minority ethnic heritages other than White British and those that speak English as an additional language are achieving well because adults understand their needs and provide activities to develop their speaking and listening skills. For example, the carefully planned role-play areas in each classroom enable them to practise speaking skills with fellow classmates.
- Pupils with special needs make good progress because they are supported well by knowledgeable adults who use well-targeted interventions to develop social and language skills as well as reading and writing skills. Disabled pupils are particularly well supported and they are very proud of their achievements.
- The gap in attainment of pupils eligible for the pupil premium and other pupils in school was five months in English and four months in mathematics in 2013. However, this gap has been reduced over the past three years at a faster rate than the national gap. These pupils are overall making rapid progress and their attainment at present is two months behind in English and similar to that of the other pupils in mathematics. This is because some of the pupil premium money has been used to fund a home school worker who has, through targeted communication with parents, improved punctuality and enabled more pupils to attend regularly. This money has also been effectively used to provide focused support to individuals and groups of pupils by experienced support staff.
- Pupils are not doing well enough in the Year 1 reading check. Despite more pupils achieving the required level last year, the number was still below the national average. The school has identified the pupils that are falling behind and are providing them with extra daily support from support staff. The teaching of sounds that letters make is not consistent across the school and the activities that the pupils are given do not enable them to make rapid progress in lessons.

### The quality of teaching is good

- Teaching is typically good because teachers have good subject knowledge, clearly explain to the pupils what they expect them to achieve and link the learning in lessons to previous learning.
- In the best lessons, teachers have high expectations, the pace is brisk and they use questioning well to check what pupils understand. They also observe pupils carefully during lessons and give good verbal feedback.
- In the less effective lessons, not enough timely checks are made on pupils when they are working on their own to ensure that misunderstandings are picked up quickly, and the work is

not demanding enough for the more able pupils. This stops them making more rapid progress.

- In lessons where pupils are taught the sounds that letters make, progress is not always checked well enough to ensure that all abilities of pupils do as well as they can.
- Children in the Nursery and Reception classes are keen to learn and happily engage in a wide range of stimulating activities such as construction, exploring shapes and planting. They develop good language skills and speak confidently; for example, during role play, they said to the inspector, 'Shh! the animals are sleeping.' Adults engage well with the children and this enables them to have meaningful experiences.
- Relationships are good, pupils generally participate well in whole-class sessions and learners from different backgrounds cooperate well with each other when working on tasks together. For example, in a Year 1 class when the pupils were challenged to make a box with a lid using small bricks, pupils happily helped each other.
- Additional staff provide excellent support in lessons because they skilfully question pupils and are thoughtfully deployed by the teachers. They are particularly effective in enabling pupils with disabilities, those with special educational needs and those eligible for the pupil premium to make good progress and feel valued.
- Almost all parents and carers that responded to the Parent View questionnaire or spoke to inspectors before school said that their children were taught well and were making good progress.

## **The behaviour and safety of pupils** is good

- The pupils are delightful, they have positive attitudes to learning, and they listen and concentrate well in lessons. Younger children are very curious and older pupils are interested in other pupils' views. They are smartly dressed and respectful. For example, they are very courteous to adults and each other when moving around in the narrow corridors.
- Pupils readily take on responsibilities; for example, older pupils act as play leaders and help lunch time staff to introduce games, and they have taken responsibility to raise money for a school they are supporting in Kenya.
- Pupils understand how to keep safe and know how to keep safe when using the internet. They are particularly aware of road safety because they regularly walk to places near the school to enrich their learning, such as their 'Forest School' in woodland close to the school.
- Discrimination of any kind is not tolerated and parents are confident that their children are happy, safe and well behaved.
- Pupils say bullying is rare and are confident that adults deal with it. Parents mostly agree, but a few feel that although there is very little name calling, sometimes it is not always dealt with rigorously enough.
- The adult that acts as a 'Listening Friend' enables the pupils to air any concerns and worries. This helps the pupils to manage their feelings and behaviour.
- Attendance over time has been slightly below the national average but absence to some extent was due to the sickness absence of a few pupils. As a result of the good work the Home School Support Worker has carried out with parents during the past year, persistent absence has decreased and current attendance is improving.
- Pupils' punctuality has improved because they have been encouraged to attend the breakfast club.
- The school has appropriate policies in place which promote equal opportunities for all pupils.
- Behaviour is not outstanding because not all pupils are yet able to manage their own behaviour and pupils do not show a desire to tackle harder work.

**The leadership and management are good**

- The headteacher, deputy headteacher and governors are keen to see every pupil succeed and so have provided pupils with a caring and stimulating learning environment which enables them to enjoy a range of experiences.
- The school self-evaluation is clearly linked to the school improvement plan, which has appropriate priorities for improvement, such as a review of the way pupils are taught about the sounds that letters make.
- There are systems in place for checking and improving the quality of teaching and pupil attainment. However, not all leaders are always held accountable for the progress made by pupils in each year group and the progress made by pupils from different starting points. This means that a few pupils are achieving as well as they could be.
- The special needs leader is highly skilled and has excellent procedures in place for frequently checking on the progress made by disabled pupils and pupils with special educational needs.
- Subject leaders and leaders for specific areas are enthusiastic and are eager to develop their roles. They work well with teachers and help them to review their teaching by planning and marking together. Some have carried out observation activities to check the effectiveness of teaching but they do not rigorously analyse pupils' attainment and progress to check the rate at which pupils are achieving.
- Staff who responded to the staff questionnaire are extremely positive about the school. The school demonstrates the capacity to improve because school leaders are committed to school improvement and have been successful in improving achievement in mathematics, which was an area for development from the last inspection.
- The curriculum is broad, balanced and very creative. The thematic approach promotes cross-curricular learning and is preparing the pupils well for the future. Spiritual, moral, social and cultural development is strong, with very good opportunities for the pupils to engage in a range of cultural experiences and clubs.
- Parents and carers readily contribute to 'home learning' activities and feel they get regular feedback about the progress their children are making.
- The funding for sport has been used to provide training to develop staff skills in the teaching of physical education.
- Safeguarding policies and procedures are fully in place and new staff are provided with training in child protection when they join the school.
- This good school buys three visits per year from the local authority, which have been helpful in reviewing the school priorities and linking them to performance management
- **The governance of the school:**
  - Governors bring a wide range of expertise and experience to their roles and have an accurate view of the school. Governors have developed their knowledge through attending relevant training which has enabled them to ask challenging questions about attendance and the pupils' achievement. They have reviewed how the school manages teacher performance and are aware of the new regulations on rewarding good teaching and tackling underperformance. However, their visits to the school are not focused on the key priorities well enough to improve the rate at which pupils make progress and to move teaching to outstanding. Governors engage with parents well and make sure money is used to provide the pupils with positive learning experiences; this includes the pupil premium and the new sports funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102300
<b>Local authority</b>	Havering
<b>Inspection number</b>	425642

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	422
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bernard Gilley
<b>Headteacher</b>	Mrs Margaret Bushell
<b>Date of previous school inspection</b>	14 January 2010
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