

# Newbury Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	102812
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	308127
<b>Inspection dates</b>	21–22 May 2008
<b>Reporting inspector</b>	Nick Butt

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 on roll</b>	
School	842
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr W Preston
<b>Headteacher</b>	Mr C Whitehead
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	Perryman's Farm Road Barkingside Ilford IG2 7LB
<b>Telephone number</b>	020 8554 6343
<b>Fax number</b>	020 8518 1275

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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This urban school is much larger than most primary schools and has a Nursery. Almost 90% of pupils come from a variety of minority ethnic backgrounds, the largest being Tamil. Many of the pupils come from families that sought asylum in the European Union. Over four fifths of pupils speak an additional language to English, a very high proportion. The proportion of pupils with learning difficulties or disabilities is average. Many of these have behavioural or speech and language difficulties. The school has developed a multi-sensory learning centre in collaboration with a local special school. The school has awards for promoting modern foreign languages and physical education. It also has an award for its extended day activities and is part of an extended schools cluster. It trains graduate teachers.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils achieve well from starting points in the Nursery that are well below what is normally expected. By the end of Year 6, standards are broadly average. The headteacher has a clear vision for the school that emphasises its cultural diversity and celebrates the pupils' many different ethnic backgrounds. The school has international recognition for its excellent 'Language of the Month' programme and website, which involves pupils from over forty different language backgrounds. As a parent summed up, 'In this multicultural environment, everyone is friendly, learning from each other'.

Teaching and learning are good and the curriculum adapts well to the needs of the pupils. Teachers have high expectations and conduct lessons at a brisk pace. They take every opportunity to develop pupils' language skills through drama and role-play. A good visual curriculum supports particularly well those pupils learning English as an additional language. Curriculum enrichment is outstanding, with an extensive range of clubs and many visits and visitors to fire pupils' imaginations. The school makes good use of information and communication technology (ICT) across the curriculum.

Pupils' personal development and well-being are good. Pupils love coming to school and behave well. They have a good understanding of how to stay healthy and take plenty of exercise both in school time and during clubs. Pupils say they feel safe at school and have adults to turn to if they have a worry. The school council leads pupils in raising money for different charities. Pupils support one another as peer mentors. A pupil said, 'I'm really happy to know that I can help people solve their problems'. Attendance is improving, but is a little below average, mainly because of a few families who find it hard to get their children to school regularly enough. The school is increasing its work in promoting attendance, and understands there is more to do to raise awareness of its importance, and in acting promptly when a pupil is absent.

The impact of leadership and management is good, especially in ensuring pupils make good progress and in providing outstanding pastoral care for pupils. There is good academic guidance and good provision for pupils with speech and language difficulties. The headteacher leads the school well, ably supported by his senior leaders. They have united a very large staff in a common purpose to raise standards and achievement, and have put in place effective systems and procedures to ensure the school runs smoothly. Year group leaders are enthusiastic and have a good understanding of the strengths and needs of their areas of responsibility. However, some of the monitoring they do is too informal, especially in discussing the progress of individual pupils with teachers in their year groups. Governors are developing their roles and support the school well, but do not yet hold it to account robustly. The school has made good progress since its last inspection and has a good capacity to make further improvements.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is led and managed well, with a committed staff team who work together effectively to ensure children make good progress. Despite this, many do not reach the expected early learning goals by the end of the Reception year. A good curriculum gives children stimulating and interesting experiences that develop their natural curiosity. The caring environment and good teaching enable them to grow intellectually and in their personal development. Children are happy and secure in the Nursery and Reception classes. Staff focus

on providing opportunities that develop children's speech and language skills, as these are particularly weak on entry. This sometimes means less attention is given to promoting early writing skills, although a new programme for teaching sounds is helping.

### **What the school should do to improve further**

- Develop the monitoring role of year group leaders in formally checking individual pupils' progress.
- Develop the monitoring role of governors in order that they can better hold the school to account.
- Improve attendance by raising its profile within the school and following-up absence systematically.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well in Years 1 and 2 because of good teaching and a curriculum that supports language development. By the end of Year 2, standards remain a little below average in reading, writing and mathematics. This is because of the increasing number of pupils who join the school speaking little English or with learning difficulties. Pupils continue to achieve well in Years 3 to 6, and standards are broadly average in English, mathematics and science. Pupils with behavioural difficulties make good progress because of the effective way they are managed and motivated. Pupils learning English as an additional language achieve well because the curriculum takes good account of their needs. Pupils meet the challenging targets the school sets for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, social and moral development is good. Their cultural development is outstanding, as they take advantage of numerous opportunities to find out about the wider world, and make links with schools in Sierra Leone, Sri Lanka and France. Pupils make video clips for the 'Language of the Month' website speaking key phrases in their home languages, and the whole school learns these. Recent languages have included Afrikaans and Romanian. As a teacher said, 'We have become collectors of languages'. Pupils thoroughly enjoy school, especially the fun lessons, clubs and excellent care they receive. A pupil said, 'It's easy to get friends'. They behave well and are eager to learn. Attendance is a little below average. The school does not currently ring home on the first day of absence, or have displays that promote attendance. Pupils feel free from bullying and harassment and value the support of peer mentors. One pupil said, 'They help you with all your problems'. The school council takes its responsibilities seriously and is helping to set up a healthy tuck shop. Pupils are involved with local faith communities and sing to the elderly at Christmas. Pupils grow in confidence at school and achieve well to gain the expected skills for secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A pupil said, 'We get to learn new stuff and have fun at the same time'. Teachers make lessons interesting by involving pupils well in their learning. They use interactive whiteboards and other

technology effectively to engage pupils and stir their enthusiasm. As a result, pupils have very positive attitudes to learning and are keen to take part. In an outstanding literacy lesson, the teacher guided the pupils skilfully in understanding a character's feelings through role-play and sensitive questioning. This gave them a greater depth of insight and enabled them to write their own compelling diary entries as that person. Teachers know what they want pupils to learn, and often give them pointers to guide their learning. However, on some occasions this is not clear enough, so that pupils are unsure about the purpose of the task. Classroom assistants support well those pupils requiring extra help, so that they make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum reflects pupils' diverse backgrounds well, and suits the needs of all pupils, including those who are learning English as an additional language, and those with speech and language difficulties. 'Safari Rangers' go on missions around the school in their tropical uniforms to shed light on dark places and pick up all sorts of new vocabulary in the process. Themed weeks, such as 'Friendship Week' and 'Science Week' enable pupils to study topics in depth. There are some links across subjects that enable pupils to apply their literacy and numeracy skills in different contexts, but these are not yet fully established. The curriculum uses ICT well to support learning, such as when a digital microscope projected images of snails feeding, on the large interactive whiteboard screen. Enrichment is outstanding, with many clubs for pupils to enjoy, including athletics and tennis, and chess (to national competition standard). Pupils learn Latin and French as well as the Language of the Month. They take part in a residential visit to Glasbury where they experience adventurous activities, and benefit from workshops in drama, dance and Chinese music.

## **Care, guidance and support**

### **Grade: 2**

The school's multi-sensory room helps pupils to relax and follow individual programmes of support. The school's parent support advisers work most effectively with families going through difficulties, and are a great encouragement to vulnerable pupils. There are good links with outside agencies for additional advice and support. Pupils with behavioural difficulties are managed well, as all staff apply the behaviour policy consistently. There are excellent procedures for the management and support of pupils with individual education plans, and their progress is monitored closely. All pupils know their targets for improvement and consider how well they are doing with staff. Marking is sometimes variable in how effectively it shows pupils the next steps in their learning.

## **Leadership and management**

### **Grade: 2**

The senior leadership team complement one another's strengths well and ensure that the school provides a good level of education for all its pupils. There are effective systems for monitoring its work so that leaders have an accurate view of the school's strengths and those areas it needs to develop further. Strategic plans present a good overview, but lack sufficient detail about individual proposals for improvement. Teachers drawn from different parts of the school come together in curriculum groups to monitor the effectiveness of subjects and report on areas to improve. This works well and involves a wide cross-section of staff in curriculum review. The

leadership and management of special needs are outstanding and enable pupils with learning difficulties or disabilities to be fully included. Year group leaders ensure consistency and continuity across teams of classes, and are role models of good practice. Some of their monitoring is currently too informal, especially in working with class teachers in analysing the progress of individual children who may be at risk of falling behind. Governors are committed but some lack the experience to hold the school fully to account.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

05 June 2008

Dear Pupils

Inspection of Newbury Park Primary School, Ilford, IG2 7LB

Thank you very much for making us so welcome at your school. We did enjoy meeting you and finding out about the exciting things that go on. We agree that yours is a good school. Here are some of things we particularly like about it.

- You all make good progress in your work.
- Children in the Nursery and Reception classes get off to a good start because there are so many interesting activities for them to do.
- You really enjoy school and say you find your lessons fun.
- You take plenty of exercise and know all about healthy food.
- The teaching is good and inspires you to take a full part in learning.
- There are excellent opportunities for you to find out about other languages and cultures.
- The school cares for you extremely well, especially if you are going through a tough time.
- The headteacher and his team lead the school well and have your best interests at heart.

We think that it would be good if year group leaders checked in more detail with your teachers how well you are doing, to make sure that everybody is up to the mark. We are sure your teachers would be interested to know your views about your progress. Governors support the school well. We think they could ask some more searching questions when they visit. While most of you come to school regularly, not everybody attends well. We have asked the school to chase up absences straight away and make sure you and your parents know exactly what is expected of you.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely

Mr N Butt

Lead Inspector