

Park Hill Junior School

Stanhope Road, Croydon, CR0 5NS

Inspection dates

13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not challenging enough, particularly for those who are more able.
- Many pupils are not making enough progress in their writing and mathematics.
- The systems to track how well pupils are doing are not yet refined enough to clearly highlight the progress made by pupils in English and mathematics, particularly those with additional needs.
- It is not clear what difference the support and interventions that pupils receive, including those supported by the pupil premium, are making to their progress.
- Targets set by leaders and managers, including governors, are not sufficiently ambitious to achieve good progress.

The school has the following strengths

- Leaders, including governors, have taken action that has begun to improve teaching and pupils' achievement.
- Marking now better shows pupils how to improve their writing skills.
- Pupils enjoy their reading.
- The trips and after-school clubs provide exciting opportunities for academic and cultural development.
- Parents and carers are extremely positive about the school.
- Pupils are well behaved, polite and mature. They have a great deal of respect for one another and say they feel safe in school.

Information about this inspection

This inspection was carried out at one day's notice by two additional inspectors.

- Seventeen lessons were visited, four of which were observed jointly with the headteacher and other senior leaders.
- Inspectors also read with pupils across the school and observed the teaching of reading across Key Stage 2.
- The school's website, policies, planning, safeguarding and monitoring and evaluation documents were scrutinised. Inspectors also looked at information relating to performance management and professional development.
- Discussions were held with leaders and managers including representatives of the governing body, parents and carers and a local authority representative.
- Views of pupils were taken into account through small group discussions around the school and in classrooms. Inspectors took account of responses to the on-line Parent View survey.

Inspection team

Narinder Dohel, Lead inspector

Additional Inspector

Avtar Sherri

Additional Inspector

Full report

Information about this school

- This is a larger-than-average junior school.
- A two-year building programme has recently begun to allow the school to increase its intake.
- The largest pupil groups are of White British and Indian heritages. The remaining pupils are from a range of other ethnic backgrounds.
- Approximately half of all pupils speak English as an additional language.
- The proportion of pupils supported at both school action and school action plus is above average. The proportion of pupils with a statement of special educational needs is below average.
- Approximately 20% of pupils are known to be eligible for the pupil premium (additional funding provided by the government for specific groups of pupils), which is below average.
- The school provides a daily breakfast club and after-school clubs.
- A new deputy headteacher and three newly qualified teachers have started at the school this term.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.

What does the school need to do to improve further?

- Improve the proportion of pupils making rapid progress, especially in writing and mathematics by:
 - matching pupils' work carefully to their abilities so that they are fully stretched
 - adapting lessons if pupils find the work too easy or too difficult
 - making sure that understanding of mathematical concepts is secured by providing frequent opportunities for pupils to solve problems and undertake investigations
 - making sure that pupils are consistently given clear advice on how to improve their writing skills and time to respond to advice given
 - increasing the pace of lessons so that there is more urgency to learning
 - using support staff more effectively.
- Make sure that senior and middle leaders have a greater impact upon moving the school forward rapidly by:
 - focusing lesson observations closely on the depth of learning and rate of progress of different groups of pupils
 - more accurately tracking pupils' progress in English and mathematics, especially those with additional needs
 - more accurately assessing those at an early stage of learning English
 - more closely monitoring the impact of support given to pupils, including those in receipt of the pupil premium
 - making sure that targets for pupils' progress are challenging enough.

Inspection judgements

The achievement of pupils

requires improvement

- Not enough pupils are making more rapid progress in English and mathematics.
- Pupils are not making enough progress in mathematics because there are not sufficient opportunities for them to apply their number skills and so deepen their mathematical understanding through investigations and solving problems.
- Pupils are not making enough progress in writing because the new emphasis in marking is not yet fully effective, especially in the lower year groups, in providing advice on how to improve; most pupils also do not have enough time to respond to the comments made.
- Progress in reading is stronger than in writing; it is also stronger in writing than in mathematics. This pattern reflects the pattern of improvement in teaching, which has been strongest in reading. However, assessment systems are not precise enough to show the full extent of pupils' progress.
- Those pupils supported by the pupil premium generally make similar progress to others in their classes. The funding is used appropriately to provide additional staffing for individual and group support, and to enable pupils to access enrichment activities such as residential visits and clubs. However, the impact of this funding is not sufficiently well monitored.
- There are no significant differences between the achievements of different groups, including those from different ethnic backgrounds, except that pupils with a statement of special educational needs make good progress. This is due to the close working relationships with parents, carers and outside agencies. Disabled pupils and those with special educational needs other than those with statements achieve as well as their peers.
- The inclusion manager is working with an advisor to better identify and meet the needs of pupils on the special educational needs register. Consequently, the proportion of pupils on the register is in decline.
- The school's tracking information shows that standards are steadily rising for all pupils in reading, writing and mathematics, particularly at the higher levels. However, the pace of this increase is not as fast as it might be.
- Although, overall, pupils who speak English as an additional language achieve as well as their peers, systems to assess those at an early stage of language acquisition on entry to the school do not provide a sufficiently detailed picture of individual language skills.
- Most parents and carers who communicated with inspectors said that their children are making good progress because teaching was good. Inspectors found that this was not the case and that teaching and learning required improvement.

The quality of teaching

requires improvement

- The overall quality of teaching requires improvement because:
 - in many lessons work for more-able pupils is not set at the right level
 - there is an over-reliance on teaching mathematics through textbooks which for less able pupils hinders the understanding and development of mathematical concepts
 - there are not enough opportunities in lessons for pupils to respond to feedback and marking
 - in some cases, challenges given to those working independently lack clearly defined outcomes and expectations
 - the pace of lessons is sometimes too slow to enable pupils to learn well and make good progress
 - teachers wait too long before adapting tasks which means that learning is not extended within the lesson
 - the work of additional adults is not sufficiently monitored by class teachers resulting in missed

opportunities to further challenge pupils and deepen their knowledge and understanding.

- Where good teaching was seen this was because:
 - the pace of learning was brisk which enabled pupils to make fast and deep gains in their learning
 - teachers' use of questions demonstrated their strong subject knowledge and knowledge of pupils' abilities, and therefore enabled pupils to demonstrate and enhance their understanding
 - pupils were engaged in evaluating their own work and that of their peers, with clear and visible ways to judge their success available to them
 - teaching assistants worked very effectively with groups of pupils to ensure they understood and kept pace with the lesson.
- Pupils are inspired to read. Reading skills were observed being taught very well. Pupils have a range of opportunities to read independently and together. Consequently, their skills in retrieving information are well developed.
- There have been improvements in marking and teachers' use of assessment levels since the last inspection, with more emphasis on writing skills. This is starting to have an impact on improving the quality and length of writing in a range of subjects, as well as helping to deepen pupils' understanding.
- Pupils thoroughly enjoy the specialist music provision; they were observed improving their singing technique and skills in African drumming.
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The behaviour and safety of pupils are good

- Behaviour around the school and in lessons is good. Pupils are polite, helpful and welcoming. They get on well with each other and show great respect for one another.
- Pupils were observed to be acutely aware of how to safely manage themselves and their activities in a limited space both in and outside of the school due to the significant building works.
- Where teaching is interactive and well matched to their needs, pupils take part with enthusiasm. Their positive attitudes to learning enable them to engage collaboratively in lessons. Where the pace of lessons is slow, some pupils start to lose concentration.
- Pupils are well informed and knowledgeable about different types of bullying and keeping themselves and others safe. They are particularly well informed about e-safety and cyber bullying. They are clear that their teachers will not tolerate any form of bullying.
- High attendance shows that most pupils enjoy coming to school, although some pupils are regularly late for the start of the school day.
- The school keeps records of incidents and reports them to the relevant authorities. These show low instances of less than good behaviour and that no pupils have been excluded from the school in recent years.
- Parents and carers feel that behaviour is good, and that their child is well looked after and feels safe in school. Inspectors agree.

The leadership and management requires improvement

- Leadership and management require improvement because neither achievement nor teaching is yet good.
- Assessment systems to track how well pupils are doing are not refined enough to clearly indicate how much progress is made by pupils, particularly those with additional needs.
- Performance management systems are in place and used to identify professional development needs. Staff are well guided and supported. As a result, more challenging targets for each class

are now being set. However, whole-school targets for pupils' progress set by leaders, including governors, are not sufficiently challenging.

- The headteacher is highly visible around the school. Self-evaluation is broadly accurate, with school documentation illustrating that appropriate priorities have been identified.
- Action plans are in place and being used to address key areas, including weaknesses in teaching and assessment.
- The monitoring of teaching and learning is improving but does not put enough emphasis on the quality and pace of learning in lessons. Monitoring of the impact of support given to pupils is not as robust as it should be.
- Improvement in the teaching of writing is beginning to show itself, following on from the introduction of a revised marking policy. The rate of improvement is slowest in mathematics.
- The local authority provides appropriate support and challenge through termly meetings with the school, although standards are not yet high enough.
- The curriculum provides interesting, engaging and memorable experiences for the pupils such as residential trips to Wales, Surrey and France. Subjects are linked well to develop pupils' reading and writing. The wide range of sporting, cultural and extra-curricular activities, as well as the residential visits and trips, interest, enthuse and excite pupils. As a result, pupils' social, moral, spiritual and cultural awareness is well developed.
- There are well-established links with local secondary schools that offer master-classes in a range of subjects including mathematics.
- The partnership with parents and carers is a strength of the school. They welcome the communication systems the school has set up and say that they are impressed with 'how the school sees my child as a unique individual'.
- Statutory safeguarding requirements are in place.
- The school has identified where it needs to improve and is increasingly demonstrating the capacity to address key areas including teaching and achievement.
- Parents and carers say that the school is well led and managed and that they would recommend the school to others.
- **The governance of the school:**
 - Governors visit the school regularly as evidenced by their notes of visits and minutes of meetings. They understand how the school is performing in relation to schools nationally. With the headteacher they are committed to developing new and emerging school leaders and improving the quality of teaching. They use performance management to inform salary progression and the appraisal policy. However, the link between how well teachers are paid and the quality of teaching and pupils' achievement is not strong enough as both require improvement. They are aware of the funding and use of the pupil premium though not of the impact this is having. Governors have undertaken the required safeguarding training and access training provided by the local authority.

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

Unique reference number	101767
Local authority	Croydon
Inspection number	400502

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Vanessa Fry
Headteacher	William Yearley
Date of previous school inspection	12–13 July 2010
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