

Pinner Park Junior School

Melbourne Avenue, Pinner, HA5 5TJ

Inspection dates

10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- School results have improved over the last three years. The vast majority of pupils make good progress from their starting points and they leave school with above-average attainment.
- The quality of teaching has improved since the previous inspection and is now good with some outstanding practice.
- Leaders and teachers have high expectations of pupils. Lessons are planned well to engage pupils in their learning, which inspires them to do their best.
- Pupils' behaviour is good around the school. They are courteous, helpful and respectful. They are well cared for and feel safe at school. Pupils enjoy coming to school and this is reflected in their high attendance.
- The curriculum has improved since the previous inspection. It is engaging, captures pupils' interest and helps them to make good progress with their learning.
- The headteacher is an effective leader and is supported well by a strong team of leaders and managers in her relentless drive for continued improvement.
- The governing body knows the school well and has been effective in working with senior leaders and the local authority to bring about improvements in pupils' achievement and in the quality of teaching.
- Parents' and carers' confidence in the school has improved since the previous inspection. They rightly report that communications are good between school and home.

It is not yet an outstanding school because

- The incidence of outstanding teaching is not yet high enough to ensure the best possible progress.
- Higher-attaining pupils are not always challenged sufficiently in all lessons, with opportunities sometimes missed for them to take greater responsibility for their own learning.
- Some pupils who are learning English as an additional language do not achieve as well as they could. This is because there is insufficient monitoring of their progress through the different stages of English language acquisition. Pupils are not always given sufficient time to respond to teachers' comments in their books.

Information about this inspection

- The inspectors observed 24 lessons, of which six were joint observations with senior leaders.
- The inspectors met with two groups of pupils, the Chair of the Governing body and a parent governor, senior leaders and managers, and a representative from the local authority. In addition, the inspectors also spoke to parents and carers in the playground at the start of the school day.
- The inspectors observed the school's work and examined a variety of documentation, including records of monitoring, self-evaluation, the school's own performance data, base-line assessments and records relating to behaviour, safety and safeguarding. Pupils' books were also scrutinised to look at progress, the quality of marking and feedback, and curriculum coverage.
- The inspectors scrutinised 20 staff questionnaires.
- The inspectors took account of 37 responses received from parents and carers (Parent View).

Inspection team

Avtar Sherri, Lead inspector	Additional inspector
Aileen Thomas	Additional inspector
Noureddin Khassal	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized junior school.
- The proportion of pupils known to be eligible for extra funding from the government (the pupil premium) is below average.
- The proportion of pupils supported at school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who speak English as an additional language and the proportion from minority ethnic backgrounds are both well above average.
- Pupils come from mainly Asian or Asian British and White British heritages.
- Both the headteacher and the Chair of the Governing Body have been in their positions since the previous inspection. However, there has been some turnover of staff at all levels, including at senior leadership level.
- The school has changed from a middle school for 8–12-year-olds to a 7–11 junior school since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision for pupils.

What does the school need to do to improve further?

- Improve teaching by:
 - ensuring that high-attaining pupils are sufficiently challenged in all lessons
 - giving pupils more opportunities to be actively involved in and taking greater responsibility for their own learning
 - providing more opportunities for pupils to respond to teachers' written feedback to help them to improve their work further and enhance their self-assessment skills.
- Improve the rates of progress of pupils from different minority ethnic groups who are learning English as an additional language, particularly those who are higher attainers, by:
 - taking into account their stages of English language acquisition and teaching more explicitly the formal aspects of the language.
 - using progress data to accurately plan for and meet the needs of these pupils.

Inspection judgements

The achievement of pupils is good

- Achievement has improved over the last three years. Pupils' attainment is above average and the school's data show that pupils make good progress from their starting points.
- The gap between the attainment of pupils known to be eligible for the pupil premium and their peers is narrow and closing rapidly because of closer monitoring of their progress, targeted support and a range of interventions. The average points scores (APS) of these pupils is now much closer to that of other pupils in school.
- Disabled pupils and those with special educational needs do well and achieve broadly in line with similar pupils nationally because of the inclusive nature of the school, specialist interventions and the support they receive from skilled teaching assistants.
- Pupils for whom English is an additional language do well compared to their peers, particularly in mathematics. However, some do not make the rapid progress that is expected of them in English. This is because their progress through the different stages of learning English is not always closely monitored. As a result, their specific needs are not always identified and provided for.
- Pupils' communication and literacy skills are successfully promoted across the curriculum with opportunities to use their own words to simplify learning objectives in lessons, learn new vocabulary and enhance their speaking skills through peer discussions. Well-planned opportunities for pupils to promote their numeracy skills across the curriculum are increasing and having a good impact on pupils' learning.
- Writing is a strength of the school. Pupils enjoy writing and are provided with good opportunities to write at length. They also enjoy reading and demonstrate good skills in blending sounds to read difficult or unfamiliar words.
- Pupils show strong enthusiasm for music and singing, and enjoy playing musical instruments.
- Sometimes the most-able pupils do not make the progress of which they are capable because activities planned do not always maintain the challenge at an appropriate level throughout the lesson.
- Pupils demonstrate good calculation and problem-solving skills and enjoy mathematics. There is a successful mathematics group for the most-able pupils with a good gender balance where girls are doing as well as the boys.

The quality of teaching is good

- Leaders have been relentless in bringing about improvements in the quality of teaching through appropriate support and professional development. As a result, the quality of teaching has improved and is good throughout the school.
- Teachers check up on pupils' learning well during lessons. They make sure that pupils are aware of exactly what they will have been expected to learn by the end of the lesson and ask well-thought-out questions to test their understanding. In outstanding lessons, pupils are given opportunities to reflect on teachers' comments on their previous work, to decide how they could improve their work further and set themselves targets for the future.
- Teaching assistants provide effective support for pupils and ensure they are engaged in their learning and make good progress.
- There is a great deal of emphasis on speaking and listening and building pupils' vocabulary. Pupils are encouraged to talk about their work and teachers and teaching assistants help them to understand new vocabulary by writing new or unfamiliar words on the board for pupils to discuss.
- Mathematics is taught well, with tasks which meet the needs and interests of pupils. In a lesson on applying problem-solving strategies, pupils developed life skills in measuring and estimating for do-it-yourself work around the house. Pupils in a higher-attaining mathematics group tackled problems using and sharing different techniques and took charge of their own learning.
- Pupils enjoy their reading. Their guided reading lessons and individual support from teachers and

skilled teaching assistants help them to become confident readers. Some of the weaker readers are able to use their phonic skills of blending sounds together to read unfamiliar words correctly.

- The scrutiny of pupils' work shows that the quality of marking is good overall with valuable comments on how to improve. However, pupils are not always encouraged or given sufficient time to respond to teachers' comments to act on the advice and reinforce their learning.
- In some lessons, the most-able pupils are not always stretched and teachers sometimes miss opportunities to give them challenging tasks early enough in lessons to enable them to reach their potential.
- Although pupils are given opportunities to discuss the aims of each lesson and what they will be expected to learn, they are not always encouraged to be imaginative or to develop their own ideas on how to tackle the tasks they have been set. This sometimes restricts the progress of some learners, particularly the more able.
- Pupils' progress is regularly assessed. However, this information is not always used rigorously enough to meet the needs of learners who are at different stages of learning to speak English as an additional language. This prevents them from making consistently rapid progress.

The behaviour and safety of pupils are good

- Pupils are courteous, friendly and show respect for each other and adults. They are confident and eager to engage in discussions. They look forward to coming to school and have a real appetite for learning. They enjoy their lessons, especially when they are challenging. As a result, attendance is high and exclusions are very rare.
- Although behaviour in lessons is good and sometimes outstanding, there are occasions when a small group of pupils are unable to maintain the level of concentration required for learning, particularly when a lesson is not engaging enough. This shows that sometimes not all pupils are able to take full responsibility for their behaviour and learning.
- Pupils say they feel safe at school, behaviour is always good and bullying is rare, and their parents and carers agree with them.
- Pupils have a secure understanding of different types of bullying and the potential risks of the internet, including cyber-bullying. Pupils say that the school's anti-bullying week has helped them further to understand bullying and unsafe situations. They have a great deal of confidence in their teachers in dealing with any unacceptable behaviour quickly, should it occur. One pupil said: 'They don't wait about.'
- Pupils have a good understanding of rights, responsibilities and mutual respect, topics and values which are promoted through the Rights Respecting School programme.
- Pupils speak highly of Year 6 peer mediators who look out for and deal with any problems pupils may experience in the playground.
- Incidents of any unacceptable behaviour that take place in the school are recorded. Although such incidents are very few, the school has already identified the need to routinely analyse these incidents to see if there are any common features or trends which could be followed up.
- Inspectors' observations of playtime show that boys and girls from all ethnic backgrounds mix and get on well with each other.

The leadership and management are good

- The headteacher is supported very well by the leadership team and the governing body in her high ambition to drive continuous improvements and raise pupils' achievement.
- The headteacher and the new leadership team have been successful in addressing all the areas for improvement identified in the previous inspection. Both the quality of teaching and pupils' achievement have improved.
- Middle managers are increasingly involved in monitoring and evaluating the school's work regularly. As a result, they have an accurate picture of the school's strengths and areas for

further development.

- Performance management is effective in improving the quality of teaching and successfully links the impact of teaching with pupils' progress. There is a clear link between the quality of teaching and teachers' progression on the salary scale.
- The headteacher and other leaders monitor the quality of teaching and learning closely and provide support and opportunities for professional development for staff. This is confirmed by teachers.
- Self-evaluation is accurate. The school's own assessment and monitoring of pupils' progress are supported through the involvement of the local authority and links with other local schools.
- The curriculum has improved and engages pupils more in their learning. It promotes the key skills of literacy and numeracy and supports the learning of pupils, including those with a wide range of additional needs, to make good progress.
- The curriculum has been reviewed since the previous inspection and this has helped pupils to make good progress. It is enriched by a range of after-school clubs and visits. Music and singing have a high profile in the school. Pupils enjoy learning French and there is good use of information and communication technology to support pupils' learning.
- The school ensures that there is an equality of opportunity for all pupils and that discrimination in any form is not tolerated.
- The pupil premium has been used well to support and improve learning through the use of learning assistants and mentors to support interventions and run family learning workshops.
- The promotion of pupils' spiritual, moral, social and cultural development is good. The school's rights respecting programme contributes to the positive school environment where all pupils get on well with each other and know about what is right and wrong and about issues of justice and respect. Links with a school in Uganda help widen pupils' knowledge of cultural diversity.
- The local authority has provided good support to the school. As a result, the quality of self-evaluation and the tracking systems to monitor the progress of different groups of pupils have improved, leading to improvements in teaching and achievement.

■ **The governance of the school:**

- The governing body has significantly improved since the previous inspection and is good. It knows the school well, including its strengths and areas for development, and provides the necessary support and challenge to bring about improvement. Governors have a good awareness of how well the school is performing when compared to other schools nationally. Governors have had helpful training from the local authority on aspects such as performance management and data analysis. They are fully involved in the performance management of the headteacher and other staff, ensuring that it is strongly linked to improving the quality of teaching, raising achievement and salary progression. Governors, through their wealth of experience, ensure the efficient management and impact of financial resources, including the pupil premium. They ensure that safeguarding procedures are robust and meet all requirements so that pupils are safe in school.

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	102194
Local authority	Harrow
Inspection number	400538
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Ted Sturdy
Headteacher	Katrina Mildner
Date of previous school inspection	19–20 May 2010
Telephone number	020 8863 1239
Fax number	020 8424 8618
Email address	office@ppjs.harrow.sch.uk

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