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7 February 2012

Mr Bill Yearley  
Headteacher  
Park Hill Junior School  
Stanhope Road  
Croydon  
CR0 5NS

Dear Mr Yearley

**Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Park Hill Junior School**

Following my visit to your school on 7 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with senior leaders, a representative from the local authority, leaders for inclusion, literacy and numeracy, the Chair of the Governing Body and two governors. The school development plan was evaluated. Other documents were reviewed including lesson observations forms, minutes of governing body meetings and the performance management of staff. The HMI also carried out a tour of the school with the headteacher.

**Context**

There have been no changes to staff or the school's organisation since the inspection.

## Main findings

Senior leaders have used recommendations from the section 5 inspection report to devise an action plan which focuses on key priorities to help move the school to good. The plan includes actions and expected outcomes and also describes how teaching will be developed to ensure all staff teach lessons of a consistently good quality. However, the action plan while fit for purpose, does not include succinct achievement data to enable all leaders and governors to check the impact of actions to improve the achievement of different groups of pupils. The plan does not include enough check points to help leaders and governors know how quickly the school is improving.

The deputy headteacher is overhauling how achievement data is collated and used throughout the school. As a result the school is starting to have more reliable data about pupils' progress and the moderation of pupils' work is more accurate. The new assessment timetable is helping everyone work more strategically to key deadlines in checking pupil achievement. Staff are now more familiar with minimum national expectations for pupil progress. Senior leaders are ensuring that additional staff training in lesson planning is securing better teaching and outcomes for pupils, including disabled pupils and those with special educational needs. Senior leaders are working well with middle leaders to establish greater accountability for monitoring teaching and reporting on the quality of pupils' work in their books.

Governors are very committed to ensuring that Park Hill becomes a good school. Governors are starting to ask demanding questions of leaders to determine why pupils are not making more rapid progress. Governors accept that they need more training to be able to ask detailed questions about pupils' achievement data. However they are rightly pleased with the work of the deputy headteacher in securing more robust data systems at the school. Governors now recognise they must expect more detailed analyses from middle and senior leaders about how staff training is securing better teaching and regularly review the impact of the Pupil Premium funding. The governing body is eager receive further guidance from partners such as the local authority and National Leaders of Governance to improve the effectiveness of governance.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- include more regular milestones to test the success of the action plan and ensure all success criteria are tightly linked to accelerating pupils' progress and raising attainment
- ensure that the Governing Body uses the findings from the Ofsted survey report, *School governance: Learning from the best*, and *Pupil Premium: how schools are using the Pupil Premium finding to raise achievement for disadvantaged pupils*, to support their work

- review the skills of governors and work with the local authority to train governors to more effectively hold themselves and leaders to account for pupils' achievement.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority continues to offer support to the school through termly review meetings and middle leaders receive good guidance through locally-based cluster meetings for literacy and numeracy. However, there has been limited urgency since the judgement of requires improvement to work with senior leaders and devise an action plan to quickly improve the school. Senior leads have established links with a secondary school to support work with more able pupils in mathematics. There has been limited action taken to link the school with an outstanding junior school to learn from best practice in teaching and leadership to secure better pupil achievement.

There is greater scope for the local authority to work with senior leaders and the governing body to secure rapid improvement at Park Hill.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Croydon and as below.

Yours sincerely

Joanna Beckford-Hall  
**Her Majesty's Inspector**