

# Park Hill Junior School

Stanhope Road, Croydon, CR0 5NS

## Inspection dates

15–16 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- The school has improved since its last inspection. The strong and effective leadership of the headteacher and new leadership team is bringing about sustained improvement.
- Pupils have very positive attitudes towards learning. They feel safe, work hard and want to do well.
- Teaching is good and as a result pupils make good progress and achieve well in reading, writing and mathematics.
- Pupils who need extra help are well supported and are now making better progress than previously.
- Any gaps in attainment between different groups of pupils are closing.
- Pupils like going to school and the vast majority arrive on time
- Behaviour is typically good. Pupils are friendly, polite and respect each other and adults.
- Pupils willingly take on responsibility in school and join in enthusiastically with a wide range of enrichment activities. Their spiritual, moral, social and cultural development is good.
- The governing body is well informed and able to challenge and support the school effectively.
- Teaching is carefully checked and staff receive high quality training to help them improve their skills.

### It is not yet an outstanding school because

- Teaching is not yet outstanding which means that not enough pupils make outstanding progress. Pupils are not always given enough time to act on teachers' marking to improve their work.
- Most middle leaders are new in post and their work is only just starting to have a positive impact on teaching and achievement.
- Pupils do not always take enough care over their written work to make sure it is accurate and well presented. Their handwriting is often untidy.

## Information about this inspection

- Inspectors observed significant parts of 24 lessons in all year groups, with seven being observed jointly with the headteacher or deputy headteacher.
- The inspection team held meetings with members of the governing body, the local authority, a wide range of staff and groups of pupils.
- Inspectors observed school activities, scrutinised pupils' work and reviewed progress information, evaluation and development documents. They also looked at safeguarding information, behaviour and attendance records and the minutes of governing body meetings.
- Inspectors met parents in the playground before school, and took note of 39 responses to the online questionnaire (Parent View) as well as the questionnaires completed by 27 staff.

## Inspection team

Grace Marriott, Lead inspector	Additional Inspector
Caroline Drumm	Additional Inspector
James Waite	Additional Inspector

## Full report

### Information about this school

- This is a larger than average school for pupils aged 7 to 11. It has expanded in size since the previous inspection and now has three classes in Years 3 to 5 and four in Year 6 because the school was asked to take an additional class.
- It shares a site with Park Hill Infant School whose pupils have priority when applying for admission to the Junior School.
- The school has had an extensive building programme to accommodate the increase in size.
- The leadership team has changed considerably in the last two years. The headteacher has been in post for just over a year, initially as acting headteacher and since April 2014 as the substantive headteacher. A new Chair of the Governing Body was elected in the summer term 2014 and a new deputy headteacher joined the school in September 2014.
- The proportion of pupils known to be eligible for support through the pupil premium is broadly average. This is additional government funding for specific groups, including those known to be entitled to free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is high. The largest group is of Indian ethnic origin and makes up about one third of the school. About half of all pupils speak English as an additional language, though very few are at an early stage of learning English.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs breakfast and after-school clubs which were visited as part of this inspection.

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

- Improve pupils' achievement and the quality of teaching from good to outstanding by:
  - consistently giving pupils time to respond to the marking of their work
  - making sure that pupils focus more strongly on improving the accuracy and presentation of their written work and their handwriting
  - developing the skills of the new middle leaders so that they effectively monitor the quality of teaching and provide support for teachers to improve their work.

## Inspection judgements

### The leadership and management

are good

- The headteacher, leadership team and governing body have an accurate view of the school's performance. Thorough and honest evaluations of its strengths and weaknesses have led to more rigorous planning for improvement and stronger systems to check progress.
- Leaders hold regular discussions with teachers to discuss pupils' progress and set ambitious targets for achievement. As a result, standards are rising, particularly in the higher levels in mathematics and writing.
- Teaching is also regularly and carefully reviewed. Good checks are in place and teachers know that they are accountable for their pupils' progress. They are supported by high quality professional development.
- Information about progress is used purposefully to support teaching and plan programmes for pupils who need extra help. The school promotes behaviour and equality of opportunity well and provides additional support where needed. Additional funds such as the pupil premium are used effectively and wisely. All pupils, whatever their needs, are fully involved in the life of the school and are being well prepared for life in modern Britain.
- Members of the new middle leadership team are keen to see that they make a strong contribution to improving the school, but some are new to their roles and are still developing their skills. As yet most have not had the opportunity to visit others' lessons and monitor pupils' work.
- The staff are implementing the new National Curriculum and assessment appropriately and also developing enrichment activities such as the forthcoming mathematics and science week. Pupils say they particularly enjoy the visits to places of interest. Year 6 pupils wrote enthusiastically about their recent visit to a museum. This helped them extend their knowledge in history, geography and art. The breakfast and after-school clubs provide a good start and finish to the day for the pupils who attend.
- The school makes good use of the additional sports funding to improve the quality of physical education in the school. A wider range of activities, more opportunities to take part in inter-school competition and specialist coaching are all having a positive impact on pupils' physical well-being.
- The school works hard to involve parents in their children's education and most are supportive of it. Most parents think that their children are happy at school, feel safe and are well taught. Most would also recommend the school to others. A minority do not think that the level of homework is appropriate. A few have concerns over the standards of behaviour, though they think bullying is dealt with well.
- The local authority has provided the school with an appropriate level of support through detailed and regular reviews of the school's development and progress. This has helped to improve teaching, raise pupils' achievement and improve the effectiveness of the school.
- **The governance of the school:**
  - Recent changes in leadership, including governance, have resulted in a new approach to monitoring how well the school is doing. Governors now provide a more effective level of challenge because they have better knowledge about pupils' performance and the quality of teaching. Governors are supportive of the leadership team in ensuring that decisions are robust and made in the best interests of the pupils. They were fully involved in the decisions about the changes to the management structure. A recent 'Governors Day' also gave them more insight into how well the school works in practice. Governors are well informed about the progress of different groups and know how effectively additional funding is being used to support eligible pupils. They understand how teachers' work is evaluated and know how improvements are linked to pay and promotion. They ensure that safeguarding procedures comply with legal requirements.

### The behaviour and safety of pupils

are good

#### Behaviour

- The behaviour of pupils is good and pupils are proud of their school. They know it gives them many opportunities and enables pupils from very different backgrounds to learn to work and play together well.
- Relationships between adults and pupils are very good. The staff are excellent role models and treat pupils courteously and with respect. Pupils listen and respond well to advice and instructions.
- Pupils know they come to school to learn and they enjoy their work. They appreciate the feedback they receive but say that they do not always get enough time to work on improving it. They do not, though, always pay sufficient attention to the accuracy and presentation of their written work.
- Behaviour is not yet outstanding. Pupils, like parents, think that most of the time behaviour is good but

occasionally a few pupils are too chatty in class which could be distracting. Pupils who have particular difficulties are given good support to help them learn to manage their behaviour better.

- In assemblies, lessons and through special activities, the school strongly promotes values such as belief in democracy, the rule of law, and tolerance of different views. Pupils are respectful of each other's beliefs and values. The pupils on the school council explained clearly how they acted as representatives so that all pupils could have their views heard.
- The school works hard to ensure that pupils attend regularly and punctually. Parents are frequently reminded of the importance of good attendance in newsletters and the school has set ambitious targets which it is very close to achieving.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils overwhelmingly indicated that they feel safe in school and their parents supported this view. Pupils particularly like the high visibility jackets which staff wear when on duty. They said it makes it much easier to find an adult should they need to.
- Pupils could explain the difference between bullying and the minor disagreements which they might have with their friends but which do not last long. They were adamant that bullying is very rare. Parents also felt that the school deals well with any bullying.

## **The quality of teaching**

**is good**

- Teaching over time is typically good and has improved since the last inspection. Teachers have high expectations and expect their pupils to work hard and rise to the challenge.
- Pupils are positive about the teaching they receive and think that teachers make learning fun as well as challenging. Teachers use a range of different approaches to suit the particular activity and the needs of the class. In a reading session where pupils achieved extremely well, the imaginative whole-class introduction to the story instantly captured the pupils' attention so that they listened intently and made rapid progress in comprehension.
- Teachers have access to much more detailed and reliable information about progress and plan their teaching to meet the needs of different groups of pupils. Careful questioning in lessons helps them to check pupils' understanding, modify work as necessary during the course of the lesson and plan the next steps.
- The best marking gives pupils clear guidance, but this is still not fully consistent enough across the school. Pupils appreciate the quality of written guidance they receive, but they commented that they are not always given time to act on it and improve their work.
- The work seen in books and during lessons shows that more able pupils are challenged to work at a high level. For example in mathematics, the most able mathematicians were able to use their knowledge to work successfully on solving challenging problems.
- Pupils have many opportunities to read for pleasure as well as for information and some pupils said that the guided reading sessions are their favourite lessons. Writing has been a particular focus across the school and pupils are given activities which encourage them to write at length and for a variety of purposes. The emphasis on interesting and informative content is not always matched by sufficient emphasis on good handwriting, presentation and accuracy of spelling and punctuation.
- Work set enables pupils to practise and develop skills in literacy, numeracy and computing. In a mathematics lesson, pupils were successfully using information and communication technology skills to conduct a 'Boolean' search to obtain the data they needed to create an accurate timeline of events relating to their work on Roman Britain in history.
- The particular needs of disabled pupils and those with special educational needs are now being identified more quickly and they are being provided with more precisely targeted support in lessons and in intervention groups. Other groups of pupils such as those at an early stage of learning English or those entitled to support through additional funding are also supported effectively.

## **The achievement of pupils**

**is good**

- Pupils join the school with above average levels of achievement. Results had declined sharply prior to the previous inspection, but this decline has been halted. In 2013, the latest year for which national comparisons are available, results were well above average and a much higher proportion of pupils achieved Levels 5 and 6 in the Year 6 tests than did so nationally. This meant that most pupils had made good progress in their last two years and were able to make up for previous underachievement.
- Progress and attainment have improved considerably in both mathematics and writing. By 2014, almost

half the pupils made better than expected progress in both these subjects. In mathematics, over half achieved Level 5 or better with a third achieving Level 6. This is the level expected of Year 9 pupils. In general, more able pupils achieve well because they are being suitably challenged in lessons.

- Progress in reading has also improved since 2012, but not as consistently. In 2014 almost all pupils made the progress expected but fewer made better than expected progress. The school is taking effective action to speed up progress in reading and the impact is already evident.
- The gap in achievement between pupils who are entitled to support through the additional funding and their peer group both within the school and nationally is closing. Between 2012 and 2014 the gap in writing halved to about four months and in mathematics it dropped from over a year to about four months. In reading, the gap widened to about nine months. This was because a few pupils did not make enough progress when they were younger and were unable to catch up as quickly.
- Records of progress show that pupils who speak English as an additional language, whether they are at an early stage of learning or fluent speakers of English, achieve at least as well and often better than their peer group in school and nationally. The achievement of different ethnic groups varies slightly from year to year with no overall trend.
- The information for current pupils shows that progress is now much more consistent with relatively little variation between year groups or different groups of pupils. Disabled pupils and those with special educational needs had been making slower progress than other groups, but regular progress checks and support which is better targeted have ensured that their progress is improving and is now much closer to that of other pupils in the school and nationally.

## 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>	101767
<b>Local authority</b>	Croydon
<b>Inspection number</b>	488960

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vinoo John
<b>Headteacher</b>	Cathy Daniels
<b>Date of previous school inspection</b>	13–14 November 2012
<b>Telephone number</b>	020 86868623
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