

Park Hill Primary School

Alcester Road, Birmingham, West Midlands B13 8BB

Inspection dates

21–22 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not fully addressed the key issues raised at the previous inspection. Standards of attainment have remained consistently below the national average in early years and key stage 1.
- Leaders do not ensure that areas identified for improvement are reflected precisely in school action plans. These plans are not systematically reviewed or evaluated to detect the impact of any actions taken.
- Targets set for teachers' performance are not closely matched to the needs of individual teachers or their classes.
- Leaders and governors do not evaluate the use of the pupil premium funding well enough against outcomes for disadvantaged pupils.
- Pupils do not make consistently good progress from their starting points due to inconsistencies in teaching.
- Some teachers do not use assessment information about pupils well enough to set work at the right level. It is too hard for some and too easy for others.
- Pupils are not consistently challenged well enough or given work which enables them to demonstrate that they are working at greater depth.
- Sometimes, teachers accept untidy and small amounts of work from pupils. Pupils have too few opportunities to apply their literacy and numeracy skills in other subjects.
- Leaders' and teachers' assessments of some children's starting points in the early years are too low. Too few children reach a good level of development as teachers do not build on children's early skills swiftly enough.

The school has the following strengths

- Pupils' personal development, welfare and behaviour are good. Pupils behave well in and around school. They are polite, respectful and helpful.
- Pupils feel safe and know who to talk to if they have a problem. Safeguarding procedures are effective.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Pupils have a good understanding of British values and are tolerant and respectful of other cultures and different faiths.
- Attainment in phonics is rising. Attendance is also improving due to leaders' relentless focus in this area.

Full report

What does the school need to do to improve further?

- Raise achievement by improving teaching across the school for all groups by:
 - using assessment information more effectively to plan work at the right level for pupils of different abilities
 - raising the level of challenge and moving pupils on when they show they are ready so that more pupils can demonstrate that they are working at greater depth
 - raising teachers' expectations of the quality and quantity of work pupils produce
 - extending and developing pupils' literacy and numeracy skills in other subjects.
- Improve leadership and management by:
 - improving the accuracy and use of assessment information in the early years
 - ensuring that school action plans focus on current priorities and contain measurable milestones and criteria which are evaluated and reviewed regularly
 - setting performance targets for teaching staff based on the performance and context of their individual classes
 - evaluating the impact of the pupil premium funding across the school and adjusting provision where necessary to raise the achievement of disadvantaged pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not fully addressed the key issues from the previous inspection. Rates of progress and levels of attainment have not improved sufficiently in the early years or key stage 1. There has been greater success at the end of key stage 2 due to some good teaching and effective booster classes. However, achievement within current year groups fluctuates and there are some inconsistencies in teaching.
- Leaders' evaluation of the school's effectiveness is overly generous. Although some identification of areas for development is identified in the school's own self-evaluation document, these do not fully match those shown in school action plans. For example, leaders have recognised the need to raise boys' attainment in the early years and raise standards at the end of key stage 1. These priorities are not reflected in the school development plan. Systematic review and evaluation of this plan are not evident and there is no clear record that actions taken have led to improvement in outcomes for pupils. This is because there are no clear milestones with measurable success criteria for leaders to check the effectiveness of their actions.
- Leaders regularly collect and analyse school assessment information. However, this information is not used to generate individual targets for teachers based on the needs or context of their respective classes. For example, some classes have more disadvantaged children or pupils who have special educational needs and/or disabilities in them, or attainment is stronger in some subjects than others. However, almost all teaching staff are given the same statistical target to meet in terms of raising achievement. Targets are not amended where difficulties arise mid-year. Evidence at the end of the year, to show that teachers have met their targets, is not clearly recorded.
- The pupil premium is not used as effectively as it should be to improve outcomes for eligible pupils. Leaders and governors do not review and evaluate provision to determine what impact the additional funding is having or adjust support accordingly. As a result, eligible pupils do not achieve as well as they could and differences between their attainment and that of other pupils nationally are not diminishing sufficiently.
- Special educational needs funding is utilised more efficiently. Leadership of this area is effective. Assessment information and regular discussions with staff are used to identify which pupils need additional and targeted intervention. These programmes are carefully monitored and results show that these pupils make accelerated progress. However, not all pupils benefit from these interventions and, as a result, not all pupils who have special educational needs and/or disabilities make the progress they should.
- Senior leaders carry out regular checks of teaching and provide support and feedback to teachers to help improve their practice. They lead training and have introduced some new initiatives which are showing early signs of positive impact, for example in improving phonics.
- A topic-based approach is used to develop pupils' knowledge and skills in other subjects. There is good coverage of science, history and geography and pupils learn Spanish in key stage 2. However, skills learned in English and mathematics are not

transferred to other subjects and are therefore not embedded or extended. Regular opportunities are presented for pupils to develop their art, music and physical education (PE) abilities. School clubs, visitors and visits to different locations also enrich the curriculum and add to pupils' enjoyment of school.

- The sports premium is used well. Funds received allow pupils to participate in increased numbers of inter-school competitions and a range of clubs, such as yoga, basketball, dance and football. Staff training has also been provided to ensure that teachers have the skills needed to teach high-quality PE. As a result, teachers are confident in this area.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. There is a happy and harmonious climate within the school. Pupils integrate well with those from different cultural or religious backgrounds. Discrimination of any sort is not tolerated and equal opportunities are afforded to all pupils. Pupils have a very strong understanding of British values as these are taught well and prominently displayed around the school. Pupils learn the acronym 'DR.TIM' as an aide memoire for 'Democracy, Rule of law, Tolerance, Individual liberty and Mutual respect'. As a result, they are well prepared for life in modern Britain.
- The local authority commissions support from the Birmingham Education Partnership. This support acts as a conduit or facilitator to enable schools to work together. Leaders have made good use of this opportunity and participated in peer-to-peer reviews. The most recent focus was on reading and external validation supports inspection findings that the school's recent action to improve reading and phonics is being successful.

Governance of the school

- Governors have not rigorously reviewed school action plans or the use of additional funding to determine what impact leaders are having on improving teaching and raising achievement across the school.
- Governors receive a wide body of information and do ask challenging questions in meetings. They have a good awareness of the challenges faced by the school but on occasion have too readily accepted the information presented by leaders, for example that all children are of low ability on entry to the school.
- Governors monitor the performance of the headteacher and set challenging targets. These targets are reviewed mid-year. The attainment and achievement sub-committee receives a report from the headteacher about staff performance. However, governors are not provided with robust end-of-year evidence to endorse pay increases awarded to teaching staff.
- Governors are involved in collecting first-hand information for themselves. They visit the school and look at pupils' books. They have a good awareness of how the PE and sports premium and the pupil premium funding are spent and have participated fully in school safeguarding training. Governors are dedicated and fully committed in their roles to ensure that pupils receive a good education.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding pupils is taken seriously and given high priority by the headteacher. Staff have received the appropriate training and adults know what steps to take if they have any concerns about pupils. The headteacher and other designated safeguarding leaders seek advice from external agencies and make appropriate referrals where they have ongoing concerns. Good systems are in place to keep pupils safe while they are at school.

Quality of teaching, learning and assessment

Requires improvement

- Too many teachers do not take account of pupils' different levels of ability when planning work. For example, middle-ability pupils often do the same work as lower-ability pupils. Additionally, the level of challenge presented for some groups is not demanding enough, especially for the most able. Higher-order skills are not taught when pupils show they are ready to move on. As a result, too few pupils are able to demonstrate that they are working at greater depth.
- There is inconsistency in the progress rates of pupils across the school due to inconsistencies in teaching. Expectations of teachers also differ between classes. In some classes, work is well presented and pupils show good application of skills taught. In others, however, work is untidy and of poor quality. Sometimes, pupils produce very little work given the time available in lessons. These aspects are not consistently picked up by some teachers and addressed.
- Teachers plan a varied range of writing tasks appropriate to pupils' ages. Teachers and pupils use subject vocabulary well and pupils' work shows a secure understanding of words such as 'fronted adverbials'. Pupils quickly grasp grammar, punctuation and spelling rules, and where teaching is good pupils apply these and demonstrate the ability to improve their work in a short period of time. However, application of these skills is less evident in other subjects, especially topic work. Worksheets used often only require pupils to use single-word answers rather than use their sentence construction skills to develop their writing ability even further.
- There is good coverage of different mathematical concepts across the school. Evidence in pupils' books shows that problem-solving and reasoning skills are emerging. Pupils regularly practise and focus on number work. Pupils apply their knowledge well to different contexts such as fractions, shape, time and money. Teaching in ability sets allows teachers to cater better for pupils' different needs in key stage 2. Additional booster classes and support provided in Year 6 has helped the majority of pupils achieve at least the level expected by the time they leave the school or reach greater depth. This is less well developed in other year groups.
- Pupils' reading ability is improving. Reading is a whole-school focus this year. Phonics teaching is good. Pupils get off to a good start in early years in learning sounds and letters. Pupils work in ability sets and teachers plan work at the right level. Incentives are offered to encourage pupils to read regularly. As a result, there are early signs that reading standards are rising and progress is accelerating.

- Most teaching assistants make a good contribution to the progress pupils make. They work in close partnership with teaching staff. They support individuals and groups to explain work set and check pupils' understanding. Effective questioning is used by the large majority of adults.
- Relationships between adults and pupils are good. This gives pupils the confidence to contribute to class discussions. Regular opportunities are provided for pupils to discuss their work with a partner. This ensures that pupils are fully involved in the lesson and helps develop their language skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and feel safe. Their parents agree with them. Pupils have a good understanding of how to keep themselves safe as this is a high priority within the school. Pupils are aware of the dangers of using the internet. Assemblies and visits from agencies such as the community police reinforce personal safety messages. Learning mentors are also on hand to provide support and advice needed to pupils who are worried about anything.
- Pupils know what bullying is and the different forms it can take. They know what to do if they think someone is being bullied. Not only would they tell a teacher, but would try to help resolve the issue. Records checked show that there are very few racist or bullying incidents.
- Pupils have a good understanding of the importance of healthy eating and regular exercise. Healthy options are provided in school meals and sports clubs and lunchtime activities promote pupils' physical development well. Skipping ropes, balls, climbing frames, hula hoops and basketball are just some of the activities available for pupils at lunchtimes.
- Pupils readily take on additional roles and responsibilities such as being school council members or playground leaders. They are also supportive of newly arrived pupils offering to translate for them or include them in their friendship groups.
- Breakfast club provides a positive start to the school day for pupils who attend. A good range of physical activities are provided which engage pupils. Pupils are happy, settled and cooperate well with others in the club.

Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and at playtimes, including during wet playtimes. Leaders carefully record any playtime accidents and follow this up with appropriate treatment. The issue identified at the previous inspection in relation to improving lunchtime behaviour has been fully addressed. Staff training has been put in place and equipment provided to help engage pupils.
- Leaders record any behaviour incidents clearly and apply suitable sanctions. They analyse behaviour records robustly in order to detect any patterns or trends. Fixed-

term exclusions are only applied where incidents are judged to be serious. External agency support is, however, accessed for pupils who need additional help. Records checked show that there are very few behaviour incidents. Lessons are rarely disrupted. This is because adults manage pupils' behaviour well.

- Pupils have positive attitudes to learning and are polite and respectful.
- Attendance is below the national average. However, leaders' robust tracking and strong promotion of regular attendance is having an impact. Detailed analysis of attendance records is carried out and effective action taken to follow up any pupils who are repeatedly absent. As a result, attendance is rising and is close to the national average. Class attendance is reported through school newsletters and pupils with 100% attendance are identified and rewarded. Rates of persistent absence are reducing.

Outcomes for pupils

Requires improvement

- Too few pupils make good progress from their different starting points. Attainment at the end of early years and key stage 1 has been below the national average since the previous inspection. While attainment at the end of key stage 2 is broadly average, not all groups of pupils make consistently good progress, for example disadvantaged pupils and pupils who have special educational needs and/or disabilities.
- The school's own information, together with work checked in pupils' books, shows that progress is inconsistent in different subjects and in different classes. Some pupils make good gains in their learning where teaching is effective and assessment information is used well to set work at the right level. In others, pupils' progress stalls when the work lacks challenge or teachers' expectations are not high enough.
- The number of pupils achieving the expected level in the Year 1 phonics check is below the national average but rising. Results in 2016 were closer to the national average and more pupils are working at age-related levels in the current Reception Year and Year 1. Younger children learn to blend and segment unfamiliar words and older pupils are encouraged to read from a wide range of books. Incentives offered are having a positive impact on encouraging pupils to practise their reading skills daily.
- The school's own information and pupils' books show that disadvantaged pupils in almost all year groups make similar progress to their peers. However, they do not attain as well as other pupils nationally in any key stage, despite significant funding provided to the school. The differences between disadvantaged pupils and other pupils are not closing rapidly or diminishing in reading, writing and mathematics.
- The progress of pupils who have special educational needs and/or disabilities is below that of other pupils in the school in most year groups. Progress at the end of key stage 2 was below the national average in 2015 and 2016. Where pupils receive targeted intervention support, they make good gains in their learning. However, these programmes are short term and progress is less rapid in day-to-day lessons.
- Pupils from minority ethnic groups, including Pakistani pupils, and pupils who speak English as an additional language, make similar progress to their peers. Their progress therefore requires improvement as they do not achieve as well as they should.
- Effective teaching enables the most able pupils to make good progress, especially in mathematics. This is because pupils work in ability sets for mathematics and are given

work at a higher level. However, the most able disadvantaged pupils do not achieve as well in reading and writing as they do in mathematics because pupil premium funding has not been targeted well enough to support eligible pupils.

- Pupils make the same rates of progress in other subjects such as science, history and geography as they do in English and mathematics. However, pupils' writing skills are not applied as well in pupils' topic books. Often, the use of worksheets has a negative impacts negatively on pupils' presentation and the quantity of work. This limits pupils' progress.

Early years provision

Requires improvement

- Leadership, teaching and outcomes require improvement in the early years. Leaders' and teachers' assessments of children's starting points, both in nursery and Reception are sometimes too cautious. Entry assessments for nursery in September 2016 show that there were no children working at the levels appropriate to their age in any area of learning. However, early evidence seen in books shows that some children had skills and understanding appropriate to their age. These assessments did not match those recorded in teachers' records.
- The majority of children join the early years with skills and knowledge which are below those typical for their age. However, teachers do not challenge children sufficiently or build on their capabilities quickly enough to accelerate their progress and allow them to catch up with others. As a result, attainment at the end of Reception is below the national average and some children are not prepared for Year 1.
- Disadvantaged children are identified early and fully included in daily activities. However, the proportion of disadvantaged children achieving a good level of development was below other children in the school and nationally in 2014 and 2016. This is because leaders have not utilised the early years pupil premium funding well enough.
- Children who have special educational needs and/or disabilities are also identified early and given additional support. Good links exist with external agencies and other settings. These children make similar progress to other children in their class.
- Children behave well in the early years and quickly learn routines. Good relationships exist between adults and children. Adults model good language and provide high levels of nurture and support. Children are articulate and confident in nursery and Reception. They gain good levels of independence, for example, dressing themselves after PE and collecting any equipment they need. Adults ensure that children are safe and provide good supervision, care and support. Safeguarding requirements are met.
- Good use is made of both the indoor and the outdoor learning environment. Exciting activities help children develop early skills, such as music making, balancing and counting. Tasks are planned well to promote children's discovery and imagination skills. For example, children showed high levels of concentration and interest when trying to work out how to get a fir cone out of an ice block, or creating aliens' hair by threading pipe cleaners into a sieve.
- Induction arrangements are effective. Parents are encouraged to support their children from the outset. Teachers lead workshops for parents and invite them into school so

that they can work alongside their children. Children who do not speak English on arrival are fully included in all activities. As a result, they quickly pick up English, respond to adult instructions and make friends with other children.

School details

Unique reference number	103241
Local authority	Birmingham
Inspection number	10025248

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	621
Appropriate authority	The governing body
Chair	Chris Lawrence Pietrioni
Headteacher	Kalsom Khan
Telephone number	0121 449 3004
Website	www.parkhill.bham.sch.uk
Email address	enquiry@parkhill.bham.sch.uk
Date of previous inspection	30–31 October 2012

Information about this school

- The school does not meet requirements on the publication of information about the impact of the sport premium funding for primary schools on pupils' participation and attainment, or information about governors' business and financial interests, on its website.
- Park Hill Primary is larger than the average-sized primary school. Numbers on roll have continued to increase since the previous inspection. There are now 21 classes and a nursery.
- The proportion of pupils from minority ethnic backgrounds is above average. Approximately half of pupils are of Pakistani heritage. The remaining half are from a range of other ethnic backgrounds.
- Although only half of the pupils speak English as their home language, most pupils converse well in English.

- The proportion of pupils supported by the pupil premium is above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The early years provision is comprised of a nursery and three Reception classes. Children attend nursery part time, either morning or afternoon, and the Reception Year full time.
- A breakfast club operates before school and is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed teaching and learning in all classes. They saw 26 parts of lessons, 12 of which were jointly observed with the headteacher or deputy headteacher.
- The inspectors met with pupils and heard a selection of pupils read. They looked at examples of pupils' work in their books and spoke to pupils about their learning.
- Meetings were held with the headteacher and other members of the leadership team. There were 10 responses to the online staff questionnaire and their views were taken into account.
- The inspectors met with two members of the governing body and spoke to a representative of Birmingham Education Partnership, which is commissioned by the local authority.
- Account was taken of the 22 responses to Parent View, Ofsted's online questionnaire, together with text comments from 19 parents. Account was also taken of the school's own survey of parents' views and meetings held with parents who requested to speak to the inspectors.
- Various school documents were scrutinised, including the school's self-evaluation, development plans and information about managing teachers' performance. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed.

Inspection team

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Sofina Islam OBE	Ofsted Inspector
Pamela Matty	Ofsted Inspector
Deana Holdaway	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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