

Inspection of Park Hill Primary School

Coronation Road, Wednesbury, West Midlands WS10 0TJ

Inspection dates:

27 and 28 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils are happy coming to this caring school. The school's values of respect, empathy, ambition, cooperation and health are at the heart of the school's work. Pupils try very hard to live by these values each day. Pupils are welcoming, friendly and polite. They know that the adults in school care for them, which helps them to feel safe.

Pupils' behaviour in lessons and around school is good. They know what bullying is and that it is important to support each other. Staff act swiftly to resolve any incidents of bullying or poor behaviour.

Leaders have high expectations of pupils. Recent improvements to the teaching of early reading and mathematics provision for younger children and pupils with special educational needs and/or disabilities (SEND) have resulted in better standards. However, leaders have not yet fully developed the curriculum in all subjects. This means that, in some subjects, pupils do not learn enough or remember key information.

Parents are generally happy with the school. They say it is a real family school and that their children are eager to attend. They value the support given to them as parents.

What does the school do well and what does it need to do better?

In subjects such as English and mathematics, leaders plan the curriculum coherently. Teachers use assessments effectively to identify any misconceptions or gaps in pupils' learning. Pupils learn well in these subjects.

There have been many recent changes to the staff team. This has resulted in limited curriculum development in some other subjects, such as religious education, design and technology and history. Leaders follow the national curriculum and have identified aims for what pupils should learn in different subjects. However, curriculum design does not identify carefully enough how pupils' knowledge and skills should build and develop over time. Similarly, the use of assessment to support pupils' learning is underdeveloped.

Leaders provide newly appointed subject leaders with effective support. This is enabling them to become more effective in leading their subject. Nevertheless, there is more work to do.

The recent introduction of a new phonics scheme is having a positive impact on the teaching of early reading. All staff have received high-quality training and, as a result, teach early reading well. Pupils, including those with SEND, make good progress. Those pupils who find learning to read more difficult quickly receive the support they need. The teaching of sounds through rhythm and rhyme starts in

Nursery, and children soon learn to recognise letters and the sounds they make. Pupils enjoy reading and listening to stories. During this inspection, for example, children in the Reception class eagerly listened to stories at the end of the day. They happily joined in with repeated phrases.

Leaders have developed the early years curriculum and environment well. Staff have a secure understanding of what they want children to learn. They have an informed knowledge of effective ways to support children's learning and development. They successfully plan activities that are rich and purposeful. Regular routines and a caring approach help children to settle, learn well and become confident, resilient learners.

Leaders quickly identify the needs of pupils with SEND and give them the support they require. Staff adapt their teaching to meet the needs of these pupils well. As a result, pupils with SEND experience success. There has been an increase in pupils with complex SEND joining the school. Leaders, staff and external agencies work well together to support these pupils to access the full curriculum.

Leaders have identified that pupils' behaviour and mental health issues have become more of a concern since the COVID-19 pandemic. In response, they reviewed the behaviour policy and introduced simple and effective strategies to support behaviour in lessons and at social times. The school's consistent approach to managing incidents and general behaviour means the behaviour has improved, and lessons run smoothly.

Pupils have a strong understanding of British values and how these relate to the school's values. Older pupils enjoy being buddies to younger ones. Pupils can become play partners or members of the school council. Forest school activities help pupils learn how to cooperate with others and to develop new interests. Recent residential trips, a music festival at a local cathedral and visitors from the world of work help pupils to explore the world in which they live.

Staff enjoy working at the school. They report that leaders take their well-being and workload into account. Governors visit the school frequently to offer support and challenge. Teachers at an early stage of their career are positive about the support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the pupils and their families well. They are alert to signs that might cause concern. They work well with external agencies and persist until pupils and families receive appropriate support.

Staff teach pupils how to stay safe in the world, including when online. Leaders respond promptly to any local issues. For instance, they ran a safety week in school

in response to concerns about gang culture in a local park. Pupils understand the dangers they might face and how to keep themselves safe.

Governors take their responsibilities seriously. Staff are well trained. Staff joining the school undergo all the required checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum design in subjects other than English and mathematics is not planned in a sufficiently coherent, sequenced way that enables pupils to build their knowledge securely over time. This means pupils do not develop a deep enough understanding in some subjects and cannot remember, or use, past learning to support future learning. Leaders should ensure that pupils' learning in all subjects is well sequenced so that teaching helps pupils to know and remember more over time.
- Some of the work pupils do does not help them to follow the intended curriculum. This means that pupils do not achieve leaders' expectations and ambitions. Leaders should ensure that what is taught to pupils provides the building blocks for successful learning.
- The use of assessment in subjects other than English and mathematics is underdeveloped. This means that leaders cannot be sure what pupils understand and remember well, or what the next steps in pupils' learning should be. Leaders should ensure that assessment is useful in helping staff to plan next steps in learning and embed pupils' knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	103910
Local authority	Sandwell
Inspection number	10256914
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Laura Lohan
Headteacher	Caroline Logan
Website	www.parkhillprimary.co.uk
Date of previous inspection	28 November 2017

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluations of the school.
- Inspectors met with the headteacher, deputy headteacher, other leaders, and teaching and non-teaching staff. The lead inspector also met with three members of the governing body, including the chair.
- The lead inspector met with key staff responsible for leading safeguarding. She checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and design and technology. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with leaders about the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in class and at other times during the day. They spoke with parents, staff and pupils about behaviour.
- The lead inspector spoke with a school improvement partner from the local authority.
- An inspector spoke with parents at the end of the school day. The lead inspector considered responses, including free-text comments, to the Ofsted Parent View online questionnaire and staff and pupil questionnaires.
- The lead inspector studied the school's website and looked at other published information.

Inspection team

Tina Willmott, lead inspector	Ofsted Inspector
Tim Bassett	Ofsted Inspector
Ian Hardman	His Majesty's Inspector

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