



Park Hill Primary School

Inspection Report

Unique Reference Number 103666
LEA Coventry
Inspection number 276970
Inspection dates 6 March 2006 to 7 March 2006
Reporting inspector Paul Sadler AI

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

Type of school	Primary	School address	Lower Eastern Green Lane
School category	Community		Coventry
Age range of pupils	3 to 11		West Midlands CV5 7LR
Gender of pupils	Mixed	Telephone number	024 76466669
Number on roll	350	Fax number	024 76422425
Appropriate authority	The governing body	Chair of governors	Mr Garry Blinco
Date of previous inspection	5 June 2000	Headteacher	Mr John Teago

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Park Hill is an average-sized primary school situated in a residential suburban area on the outskirts of Coventry. It has its own nursery class and shares a large site with a private playgroup. The proportions of pupils receiving free school meals, with learning difficulties and with statements of special educational need are below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils achieve well throughout the school and reach above average standards by the end of Year 6. Good leadership and management is helping the school improve at a good rate. The school has an accurate view of its strengths and relative weaknesses. It provides good value for money. The opportunities provided within the curriculum and through other activities to promote pupils' personal development and well-being are outstanding. Pupils' spiritual, moral and cultural development, their behaviour and their development of safe and healthy lifestyles are particular strengths. The wide range of opportunities offered in music, sport and fitness and through international links which enable pupils to begin to learn foreign languages are notable features of the curriculum. The school works very well in partnership with others, including parents and other local schools, to achieve success for its pupils. There is a very strong commitment to equality of opportunity for all pupils. These features have developed as a result of the headteacher's outstanding leadership. Good provision in the Foundation Stage ensures children progress well and reach above the expected levels by the time they start Year 1. Areas of relative weakness are the rigour with which pupils' progress is monitored and assessed, and the quality of pupils' handwriting. The school has improved at a good rate, having successfully tackled issues raised in the last inspection and has much potential to sustain improvement in the future.

What the school should do to improve further

- Improve the quality of the assessment of pupils' work in order to track their progress and identify ways in which they can improve their work.
- Improve the quality and consistency of pupils' handwriting.

Achievement and standards

Grade: 2

Achievement is good. When they start school, children's attainment broadly matches the levels expected for this age group. Progress for all groups of pupils is good across the school so that they attain above average standards by the ages of 7 and 11. In the Nursery and Reception classes, pupils make good progress in all the areas of learning and reach standards above those expected by the end of the Foundation Stage. They also make good progress in Years 1 and 2, and in assessments at the end of Year 2, they continue to achieve above average standards. Standards in national tests at the end of Year 6 have regularly been above average, although there has been some variation between subjects. In 2005, results in mathematics were less good than in English and science. School managers have identified the reasons for this and have taken steps to bring about improvement, for instance by improving pupils' learning of multiplication tables. In English, effective steps have been taken to improve pupils' writing, although standards of handwriting still need improvement. Pupils write effectively and with sensitivity, for instance in poems describing moods created by

the wind. All groups of pupils achieve equally well. Challenging targets set by the school are largely met, and those at the highest levels are exceeded.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They benefit from the many good opportunities for spiritual, moral, social and cultural development, for example through the excellent assemblies, which include song, worship and celebration of pupils' successes. The school's commitment to international links brings very good opportunities to learn about others' cultures. This is reflected in many high quality displays of work. Pupils' behaviour is excellent. Pupils feel safe. They enjoy school and report that there is very little bullying, the school dealing very well with any that occurs. Attendance is good. The wide range of sporting activities provided helps pupils gain a good understanding of the need to be fit and healthy. The very good dining facilities, including a salad bar, ensure pupils gain a good awareness of the need to eat healthily. Pupils make a good contribution to the community through charity collections and by older pupils helping younger ones, for instance as 'playground pals'. The school council gives opportunities to take responsibility and to influence the development of the school. Pupils also develop well the skills they will need in adult life, including skills of literacy, numeracy and information and communications technology (ICT).

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teaching in the nursery is very good and children have made a good start to their education by the end of the Foundation Stage. Lessons are planned well throughout the school, with a good match of work to pupils' abilities. There is usually appropriately demanding work for more able pupils. The teaching of pupils with learning difficulties is good. However, their individual learning plans do not always contain clear targets for improvement. Teachers make learning interesting and the use of modern technology is effective in maintaining the pace of learning and keeping pupils' concentration. They question pupils well, but sometimes only ask those who have their hands up and therefore cannot assess how well other pupils understand the work. Time is used effectively. Teachers usually have good knowledge of the subject. Use is made of expertise in music and foreign languages, enabling pupils to enjoy these aspects of learning and to make very good progress in lessons. Teaching does not focus sufficiently on improving pupils' handwriting. Teachers check pupils' progress on a regular basis. However, they do not make enough use of the information gained to give pupils clear targets for improving their work.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. The school has made very good progress since the last inspection in making sure that enough time is given to different subjects. Very effective planning ensures that there is a good balance of academic and practical work that meets all pupils' needs across the two-year age spread in most classes. The school has been successful in obtaining awards for its arts curriculum, international links and the opportunities for physical activity. The curriculum is planned carefully and imaginatively, such as through theme days and links between subjects which help to reinforce learning for pupils. Some of the arrangements, such as the provision for learning languages, are at the forefront of national thinking, giving pupils a head start in this area, for instance by using video links to local secondary schools. International links with schools in other countries, such as Ghana and Poland, enrich pupils' understanding of how others live, as well as supporting their appreciation of language differences. The range of enrichment activities is very good and pupils enjoy what is offered. Visits, including a residential visit, contribute well to pupils' learning. Visitors and good opportunities to learn about health-related matters support the curriculum further and assist pupils' personal development.

Care, guidance and support

Grade: 2

There are good arrangements for pupils' care. Parents have much confidence in the school to care for their children. Very harmonious relationships between staff and pupils justifiably give pupils confidence in the support provided by adults. Very good links with external expertise ensure the school responds efficiently to support pupils who have learning or behavioural difficulties. There are good procedures for child protection, and teaching staff are kept up to date with information, although midday staff are not briefed as regularly. There is very good provision for first aid and several staff have first-aid qualifications. There are good arrangements for risk assessment and the governing body's health and safety committee inspects the premises regularly. It is quick to take action over any concerns. The tracking of pupils' academic progress is satisfactory overall, but pupils do not always have a clear idea of the actions they can take to improve their work. There are very good links with local schools of all types.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides excellent leadership which has developed a school offering a very wide range of opportunities for pupils' personal and academic development. Of particular note is the strong emphasis on their spiritual, moral and cultural development and the commitment to equal opportunities for all pupils. The school has good systems to evaluate its own performance and makes an accurate analysis of strengths and relative weakness. Teaching and learning are

monitored very well. The monitoring of pupils' progress is satisfactory, although further development is needed in this area. Parents and pupils are consulted well, for instance over parents' evenings and annual reports. Parents recognise and value the accessibility of all staff, including the headteacher, and the school's willingness to tackle any problems that arise. Governors support the school well and challenge the staff to make further improvements. Some teachers with management responsibility are inexperienced, but they are given the necessary opportunities to train for and develop their role. The Foundation Stage is wellled and provides good quality education. The school has made good improvements since the last inspection. All the matters raised have been tackled, although the quality of marking and feedback to pupils needs further improvement. The school has good capacity to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

7 March 2006 Dear Pupils The inspectors who visited your school very much enjoyed talking and listening to you and seeing your work. We want to thank you for spending the time to do this. This letter is to tell you what we thought of your school and how it can be even better. We think Park Hill is a good primary school. The best things about the school are:

- You are taught well and you make good progress in your work.
- You are taken care of well.
- Your behaviour is excellent and the school is very good at sorting out any problems with children's behaviour.
- You are given help to develop your ideas about the world and how people live in it.
- You enjoy school because there are lots of interesting things to do.
- You are taught to lead safe and healthy lives, for instance through sports activities and healthy eating.
- The school has lots of links with other schools in Coventry and in other countries. These help you learn about how other people live.
- The headteacher leads the school in an excellent way.
- Everyone has the same opportunity to succeed at school.

To improve the school further, we have asked your teachers to check your progress precisely and give you a clearer idea of how you can improve your work. We have also asked them to find more ways of helping you to improve your handwriting. Yours sincerely Mr Sadler Lead Inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk