

Park Hill Junior School

Inspection report

Unique Reference Number	101767
Local Authority	Croydon
Inspection number	286175
Inspection dates	2–3 July 2007
Reporting inspector	Brian Evans

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	240
Appropriate authority	The governing body
Chair	Mrs Vanessa Fry
Headteacher	Mr William Yearley
Date of previous school inspection	13 January 2003
School address	Stanhope Road Croydon CR0 5NS
Telephone number	020 8686 8623
Fax number	020 8686 9798

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is larger than most and serves a mixed socio-economic catchment area. The proportion of pupils from ethnic minority groups is high and few pupils are at the early stages of learning English. Pupils with learning difficulties represent a bigger proportion of the school than is usually found. The school holds the Investors in People accreditation, the Basic Skills kitemark and the Naacemmark for Information and Communications Technology (ICT).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Park Hill Junior is a good school with a number of outstanding features. In Years 3 to 6 pupils make good progress. By the end of Year 6, standards are above average and better than they were in 2006. Good professional development programmes for teachers and improved assessment procedures are successfully raising pupils' performance in English and science although their impact on lower and average attainers in mathematics is not as strong. Higher attaining pupils achieve well in all three subjects. Pupils with English as an additional language make good progress, as do those with learning difficulties. A parent commented 'My son is not the fastest of learners but his individual needs are met and he is made to feel clever by the positive teaching methods used by the staff.'

Pupils' personal development and well-being are outstanding and are a key strength of the school. Pupils enjoy their education, adopt healthy lifestyles and make an excellent contribution to the school and wider community. These successes help them to develop very good skills for the next stage of their education and a future as lifelong learners. The school council is given real responsibility. A pupil stated 'You get to make decisions and spend money'. Behaviour and attendance are good. Overall the school provides a good quality of care, guidance and support. The use of assessment to support learning is good in nearly all subjects.

Teaching and learning are good. Pupils are eager learners. Teachers' expectations of what pupils can achieve are good overall and high in English, science, art, music, French and geography. Interactive whiteboards and the use of ICT for research and presentation are strong features which further enliven pupils' learning. The curriculum is outstanding and includes very good approaches to linking pupils' learning across different subjects. The excellent range of enrichment activities are popular and well attended and the school organises three successful residential weeks at home and abroad.

Leadership and management are good. Under the very good leadership provided by the headteacher and his deputy, middle managers are developing their roles well in raising achievement throughout the school. Governance is good and governors monitor performance carefully. Progress since the last inspection has been good generally and good in mathematics over the last year. The school's capacity to improve is good.

What the school should do to improve further

- Ensure that pupils of all attainment levels achieve well in mathematics through implementing fully the revised assessment for learning procedures.

Achievement and standards

Grade: 2

Pupils start Year 3 with attainment which is broadly average for their age. By the end of Year 6, standards are above average. Basic skills are above average; literacy and ICT skills are high and numeracy skills are improving fast. Achievement and standards have fluctuated during the last three years but the overall trend is broadly in line with that found nationally. Pupils make good progress through Years 3 to 6 and there is no evidence of significant difference between the achievements of ethnic groups. Pupils' attitudes, behaviour and willingness to learn are consistently good which has in turn helped to improve the pace of their achievement. Standards in mathematics remain weaker throughout the school. However, more rigorous assessment and

teachers' improving confidence in mathematics have already raised pupils' performance in Years 3 to 5 and are leading to better standards in Year 6. Pupils for whom English is an additional language, the gifted and talented and those who have learning difficulties make good progress because of good individual and group support.

Personal development and well-being

Grade: 1

The pupils enjoy school because 'teachers make learning fun' and join in a very wide range of clubs and activities. They talk most enthusiastically about the sporting, musical and artistic events. Spiritual, moral, social and cultural development is outstanding. Pupils learn about the faith and cultures of others and celebrate important religious festivals as well as visiting many different places of worship. Relationships are excellent. Pupils take responsibility for themselves and others as they work and play together. This helps them benefit from their education and also prepares them very well for future employment. Pupils feel very safe, know what to do should any bullying occur and are confident that it would be dealt with quickly. Pupils understand very well as to how to lead an active, healthy lifestyle. They feel that their views are taken seriously and identify several areas where they have made a difference, including contributing to the new school website. Attendance is above the national average.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and some teaching is outstanding. Teachers manage classes well and have a good range of strategies for rewarding pupils and for creating a positive learning environment. There is very little disruptive behaviour. Pupils have good learning skills. They listen to each other and to the teacher well, contribute willingly and sensibly to discussion and concentrate well. Teachers' expectations in most lessons are high and pupils' learning builds on prior knowledge and understanding. There are examples of outstanding practice; for example, in a Year 4 French lesson the teacher and pupils spoke almost exclusively in French and pupils made excellent gains in confidence and accuracy as well as extending their vocabulary significantly during the lesson. There are examples of good practice in constructive marking and in the use of assessment for learning although this not consistently so between all teachers. Adults work closely with teachers in the classroom and around the school and make an important contribution to the progress of all groups of pupils.

Curriculum and other activities

Grade: 1

The timetabled curriculum for a longer than average school day includes swimming for all years every term, some excellent French teaching throughout the school and good allocations of time for the arts, ICT and physical education. Teachers introduce excellent links between subjects in their lessons and these make a huge difference to pupils' enjoyment of lessons. Pupils experience this impact at its best on the residential visits that Years 4 to 6 have annually to Brecon, France and Holmbury St Mary. Parents especially noted their value in enhancing the personal development and attitudes to learning of their children. An excellent range of enrichment activities further supports pupils' personal development and well-being. After-school activities are popular and well attended.

Care, guidance and support

Grade: 2

Child protection and health and safety procedures are good. Pupils are very positive about the help they get whenever they face difficulties. They are clear about whom they should go to and also appreciate the 'worry boxes' in their classrooms which they can use when they are reluctant to talk about concerns. The school regularly surveys parents' and pupils' opinions and takes account of their views. Staff respond well to pupils who need additional help and support. Targets set are shared with pupils and their parents. This has been successful in meeting the pupils' literacy needs. The school recognises that more additional support has to be given to mathematics. Through its strong commitment to meeting the needs of all pupils and good links with external agencies, the school provides good support for pupils with learning difficulties and for the few pupils who are at an early stage of learning English.

Leadership and management

Grade: 2

The headteacher and leadership team have a very strong commitment to providing an education which promotes the all round development of the individual pupil. This is shared by governors and staff, and appreciated by parents and pupils. It is reflected in the quality of care and support and the excellent opportunities for pupils' personal development which engender self-confidence and enthusiasm for learning. The governors are very committed to the school and both challenge and support it. They visit regularly, join in activities and have good links with subjects. They contribute well to its development and help to plan its strategic direction.

The school evaluates its work regularly and effectively, and uses the information to produce good action plans. Senior managers monitor and evaluate teaching and learning; subject coordinators are taking increasing responsibility for raising achievement. Coordinators keep very good log books showing progress and achievement over time and including samples of pupils' work which help to guide judgements on the quality of work. Managers know that there is still work to be done to raise pupils' achievements in mathematics to the level of English and science. The school gives good value for money.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 July 2007

Dear Pupils

Inspection of Park Hill Junior School, Croydon, CR0 5NS

Thank you for making us feel so welcome when we visited your school recently. We were very pleased by how friendly, helpful and polite you all were. Yours is a good school that includes a number of very strong features.

We were very impressed with the creative artwork on display in classrooms and around the school. Your parents and many of you said how much you enjoy your residential visits. Many of you have abseiled on the Brecon Beacons, spoken French on visits to France and explored the countryside nearer home in Holmbury St Mary in Surrey. You act responsibly and safely and through the school council make a good contribution to decision-making and discussion generally. Most of you are actively involved in team sports, music, ICT and many other club sessions as well as being very aware of how important it is to eat healthily.

We want your school to be even better and add to your achievements in and out of the classroom. We have asked your teachers to improve your mathematical skills and understanding so that they match more closely the high quality of your work in English.

You can help your teachers by working hard to do the best you can in all your lessons and activities. Thank you again and best wishes for the future to all of you.

Brian Evans Lead inspector