

# Park Hill Infant School

## Inspection report

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<b>Unique Reference Number</b>	101779
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	286179
<b>Inspection dates</b>	2–3 July 2007
<b>Reporting inspector</b>	Jo Curd

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Anthea McEwan
<b>Headteacher</b>	Miss Anna Murray
<b>Date of previous school inspection</b>	25 February 2003
<b>School address</b>	Stanhope Road Croydon CR0 5NS
<b>Telephone number</b>	020 8680 0747
<b>Fax number</b>	020 8680 0747

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This two-form infant school lies in a pleasant residential area in the centre of Croydon. It is a very popular, oversubscribed school with a relatively large waiting list. Nearly half the pupils come from outside the immediate area. The intake is very diverse and has changed over recent years. A larger proportion of pupils than average are eligible for free school meals. Over seventy per cent of the pupils are from minority ethnic backgrounds, the largest group of whom are of Indian heritage. Many of these speak English as an additional language; thirty one home languages are represented in the school. No pupil currently has a statement of special educational need.

## 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 with outstanding features. Because of an excellent curriculum, outstanding care, guidance and support and good teaching all pupils make good progress in their learning. Parents are very appreciative of all the school has to offer and the way their children are valued and cared for. As one parent said, 'I am extremely pleased with Park Hill Infants School. My son was shy and nervous when he started school. At Park Hill he has really blossomed and become very confident. He loves school and enjoys all aspects of his day.'

Leadership and management are good with outstanding features. This is central to the school's success. The headteacher has an extremely strong and coherent vision for the school and the development of all pupils. She has successfully recruited and trained a strong, cohesive and committed staff who share and successfully implement this vision. Strategic decision-making ensured that difficulties with some teaching in the Foundation Stage were quickly addressed and resolved. Provision here is now good. Most aspects of school provision, for example, the curriculum, personal development and care are monitored, evaluated and developed very effectively. Largely effective informal monitoring of teaching and learning has successfully raised its quality in all classes. The informal nature of this monitoring is not yet sufficiently rigorous however, to ensure that teaching and learning improve further enabling all pupils to achieve even more. Improvement since the last inspection has been good: attendance has risen and the school improvement plan shows areas of both maintenance and development. Because of good leadership and management, strong self-evaluation and excellent links with most others outside the school, including parents, capacity for further improvement is good.

The backgrounds and experiences of children coming to the school have changed considerably over recent years. Standards on entry to the Reception classes vary. Many pupils currently in the Reception classes started school with a limited understanding of English and relatively under-developed social skills. They are making good progress in the Foundation Stage. Standards of pupils currently in Year 2 are above average. Detailed tracking shows that in the Foundation Stage their standards were in line with national expectations and that they have all made good progress since then.

Personal development and well-being are outstanding. Pupils are interested and inspired by the outstanding curriculum. This is enriched and adapted excellently so that it is relevant for all. As one said, 'It is fun to learn'. Behaviour is extremely good. Pupils show an excellent awareness of safety and consideration of others. They are helpful, respectful and friendly. Because of the school's concerted and effective efforts, attendance has risen and is now broadly in line with the national average. Spiritual, moral, social and cultural development is excellent. Pupils eagerly contribute their views and opinions in class. They make a significant contribution to their local community by inviting senior citizens, family and friends to concerts each term. They have a very strong commitment to leading healthy lives through eating well and taking exercise. They are all well prepared for the future because of good progress in learning, excellent relationships and the way they respect and value diversity.

### What the school should do to improve further

- Improve teaching and learning further, through more rigorous monitoring and evaluation, so that all pupils achieve as well as possible.

## **Achievement and standards**

### **Grade: 2**

Achievement of all pupils is good and by the end of Year 2 standards are generally above the national average. Overall results were high in 2004 and 2005, partly because of the good proportion of pupils exceeding the expected levels in mathematics. After a dip in 2006 this year's results show that standards are once again comfortably above average. Standards on entry to the Reception classes vary year on year. An increasing number of children have limited use and understanding of English and some have limited social experience and skills. Pupils currently leaving Year 2 came with knowledge, skills and understanding broadly in line with the national expectations. Due to good teaching, an outstanding curriculum and excellent care they have all made good progress and as a group are leaving the school with standards above the national average. Pupils who have learning difficulties or disabilities or English as an additional language make good progress because they are supported very well and benefit from the very practical curriculum. Whilst teaching and learning are good throughout the school some opportunities for learning are missed and some pupils do not always achieve as much as they could.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Their great enjoyment of learning is a strength of the school. As pupils remarked, 'We like learning about topics' and 'We enjoy art and ICT'. Smiling faces and laughter are frequent occurrences throughout the day. Relationships between adults and pupils are excellent and pupils know that they can talk to adults if they have any personal concerns. Lunchtimes and break times are social occasions to chat and play together amicably. Behaviour in classrooms and at break times is impeccable. Attendance has improved. Despite a small number of families having holidays during term times, attendance is now broadly in line with the national average. Spiritual, moral, social and cultural development is outstanding. Music, art and literature from other cultures, celebrations of festivals and religious education enrich pupils' cultural development. Pupils are developing a strong commitment to healthy lifestyles through the school's specific emphasis on healthy eating and sporting activities. Pupils feel very safe because they know that staff are there to support them. Pupils' good skills in English, mathematics and information and communication technology (ICT) prepare them well for their future economic well-being. Their contribution to the school community is excellent. They take responsibility seriously and they are proud to discharge their duties as monitors effectively. They serve the wider community by singing to local pensioners and taking a lead in collecting funds for charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Pupils are extremely well behaved, quick to do as they are asked and eager to learn. Lessons are well planned, classrooms are carefully organised and time is generally used well for learning. Relationships and teamwork are good throughout the school and teaching assistants play a valuable part in pupils' learning. Assessments and verbal feedback from staff are thorough and pupils know how they can improve their work. Detailed tracking

is used well to direct support for pupils with learning difficulties or disabilities or English as an additional language. Consequently, all pupils make good progress. The school successfully informs parents about the curriculum and involves them well in learning, for example through 'active family workshops' each half term. Informal monitoring of lessons has successfully raised the quality of teaching and learning throughout the school. The detail and rigour of this monitoring and evaluation is not yet consistently sufficient to raise the quality of teaching and learning to outstanding. Some opportunities for learning in lessons are missed, for example, when pupils occasionally finish their work before the end of the lesson, and then achievement is not always as good as it could be.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is broad, balanced and relevant. English and mathematics receive appropriate focus and pupils make good progress. ICT is used very effectively to improve learning across the curriculum. The school has successfully adapted the National Curriculum to meet the needs of its pupils through well planned and relevant topics. Evaluation of this initiative shows that it is having a positive impact on learning and enjoyment. The rich and stimulating learning environment is a strength of the school. Displays, including a forest environment, corners where teddies are having tea parties, papier-mâché; minibeasts, animals and butterflies made by pupils, contribute well to learning. A wide range of visitors and visits to museums, theatres and galleries each half term bring the curriculum to life. Celebrations of festivals, Black History Week and other curriculum weeks such as literacy, science and dance make the curriculum even more exciting and stimulating. As one parent said 'We are particularly impressed with the way that Park Hill embraces and uses the diversity of the local area'.

## **Care, guidance and support**

### **Grade: 1**

Care guidance and support are outstanding. Systems for monitoring and tracking pupils' progress are excellent. Information from these is used very effectively to improve provision and standards. The school makes excellent use of outside agencies to support and guide pupils. Risk assessment is rigorous and parents are confident that their children are safe. As one parent wrote, 'I am more than happy leaving my daughter in the care of the school on a daily basis.' Child protection procedures are firmly established and all staff have received training. The needs of pupils who speak English as an additional language or have learning difficulties and disabilities are identified early. Intervention strategies to support their learning are very effective and contribute well to the good achievement of all.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with outstanding features. The headteacher knows the school, staff and community well. She has a clear vision of education and learning. Over the years she has appointed a strong, committed, hard working and diverse staff whom she has successfully trained and developed to implement this vision. As one parent said, 'The leadership and vision of the headmistress is what makes the school as good as it is.' Senior leaders are competent and clear thinking. Self-evaluation is generally strong, accurate and used well. Most areas of provision are monitored well. Leaders and managers successfully identify and address

most areas of weakness or underdevelopment. For example, the Foundation Stage leader has successfully developed this area over the past year and provision here is now good. Developments in the curriculum and care have been significant. Leaders and managers at all levels informally monitor teaching and learning and address weaknesses effectively. However evaluation has not yet been sufficiently rigorous to move its quality to outstanding. Governors are linked with subject areas and support and challenge the school well. They are not yet involved in rigorous monitoring and evaluation.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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	2

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 Children

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

It was nice to meet many of you when we visited recently. Thank you for making us feel so welcome and for telling us so much about your school. It was particularly nice to be with you during your music week and watch you dance and learn about sound.

We think your school is good with some excellent features. You all make good progress in your learning and excellent progress in personal development. You behave extremely well and enjoy school very much. You are all cared for, guided and supported extremely well. The curriculum, that is, what you learn about, is excellent. Your visits, visitors and topics are all exciting, interesting and fun. The displays around your school are interesting and inspiring. Your whole staff, especially your headteacher, work very hard to make everything so good. They have worked well to make sure that teaching and learning are good in all classes. We have asked them to look very carefully at how they can improve these even further so that you can all achieve even more.

Thank you again. We wish you and your families all the best for the future.

Jo CurdLead inspector