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Ms Katrina Mildner  
The Headteacher  
Pinner Park Middle School  
Melbourne Avenue  
Pinner  
HA5 5TJ

Dear Ms Mildner

### Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 12 June 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the pupils I met at lunchtime, to the local authority representative, and to the governor who attended the feedback.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 16 and 17 May 2007, the school was asked to ensure that teaching challenges all pupils to achieve as well as they can particularly in mathematics and science and that marking helps them to improve their work; use tracking information to identify underachievement at an early stage and to set challenging targets for improvement for all pupils; develop the monitoring and evaluation skills of leaders at all levels in order to improve teaching and learning and raise achievement. Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement. Appropriate action includes training staff, developing systems for tracking pupils' progress, and reviewing methods of assessing pupils' learning in lessons. There is more to do to develop the role of subject leaders, to ensure that systems operate consistently and to show the impact of these actions on pupils' achievement.

The school's predicted figures for national curriculum test results this year shows that the majority are on track to reach the standards expected for their age. If these predictions are accurate, the school is unlikely to meet its statutory targets. The challenging targets set for 2009 were based on a thorough analysis of pupils' current and expected progress. If achieved, standards are likely to be above expectations for the end of Year 6.

My brief visits to a sample of lessons confirmed the accuracy of the headteacher's view of the quality of teaching. Some variation in the quality of planning to meet the needs of different pupils means that teaching is not always as challenging as it could be for higher attaining pupils. A regular feature of lessons is the good opportunities for pupils to work in pairs and groups through discussion that capitalises on their positive attitudes to learning. The school has made good progress in improving the quality of teachers' marking. Pupils talk confidently about how they know what to improve in their work and how they assess their own work and that of their peers. This is helping pupils to understand what they are learning and why.

The school's new system for tracking pupils' progress, put in place at the start of the academic year, is potentially good. As the system becomes a regular part of practice, better information will be available to ensure the school can monitor pupils' progress from year to year. It is already helping to raise teachers' awareness of the progress that pupils should make and to identify those who were not making as much as they should. The school has put in place intervention programmes which have met with some, but mixed, success in accelerating pupils' progress. The school has introduced formal meetings halfway through the year at which senior staff and class teachers review each pupil's performance and evaluate whether or not they are making enough progress. This system has increased teachers' accountability. There is more to do to ensure that the numerical targets set for each pupil align with the written targets being set in class.

Each half term, teachers meet together in working groups to review progress towards the targets in the school's development plan. Staff talk positively about how this approach has empowered them in the decision-making process and increased their awareness of whole-school issues. There is scope to strengthen this process with greater formalisation in the way the groups feed back to the rest of the staff. The school is still at the stage of trialling ways of working, for example in assessing pupils' progress in lessons, and the time is right to move towards deciding on a preferred method that will be followed consistently by all staff.

The headteacher is successfully coaching staff in developing their roles as subject leaders in, for example, devising subject action plans and leading training for colleagues. Their role does not yet extend to direct involvement in monitoring the quality of provision through activities such as lesson observations, sampling pupils' work, or analysing subject data, which continue to be carried out by senior staff.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jane Wotherspoon  
Her Majesty's Inspector