

Park Hill Junior School

Inspection report

Unique Reference Number	101767
Local Authority	Croydon
Inspection number	335782
Inspection dates	12–13 July 2010
Reporting inspector	Natalia Power

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 of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Vanessa Fry
Headteacher	William Yearley
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 lessons taught by eight different teachers. The inspectors talked to parents and carers, governors, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 148 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of measures to raise pupils' attainment in mathematics and writing
- the quality of provision for pupils with special educational needs and/or disabilities
- the quality of the teaching and the extent to which it challenges pupils to do their best.

Information about the school

This school is average in size. A lower than average proportion of pupils are known to be eligible for free school meals. Two thirds of pupils are from a range of minority ethnic backgrounds, with pupils from Indian heritages forming the largest group. A third of pupils speak first languages other than English but few are at an early stage of learning English. An average proportion of pupils have special educational needs and/or disabilities. Of these, the proportion with statements of special educational needs is lower than average. The school runs a breakfast club, an after-school club and holiday play schemes, all open to pupils from other schools as well as to its own pupils. The school has gained the Healthy Schools and Active Sports awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

- The school provides a satisfactory quality of education for its pupils. It is welcoming and inclusive, and pupils report that they find it easy to make friends. Pupils feel safe at school and behave well. They have a good understanding of what constitutes a healthy lifestyle.
- Pupils enter the school with attainment in English and mathematics that fluctuates from year to year but which is broadly average. They make satisfactory progress overall. By the time they leave, attainment in reading is above average, but that in writing and mathematics lags a little behind. Pupils for whom English is not their first language make progress in line with others, as do those from a range of minority ethnic backgrounds.
- Pupils very much enjoy the exciting range of clubs, trips and visits. These enrich the curriculum and strengthen pupils' skills, particularly in French and music.
- Relationships with parents and carers are strong. The school keeps them well informed.
- Overall, teaching is satisfactory. Examples of good teaching were seen during the inspection, and pupils' enjoyment was greatest when they were actively involved in their learning. In some lessons the level of challenge is too low and the pace of learning is too relaxed. There are too few opportunities for pupils to develop fluency in writing in a range of topics across the curriculum. Marking does not always show pupils clearly enough what they need to do to improve.
- Leaders and managers track pupils' progress accurately, but do not always ensure that the information is used in the classroom to match work closely to pupils' needs. As a result, a few less able pupils and some with special educational needs and/or disabilities make slower progress, because their needs are not always fully met. Teaching assistants offer good support when they work closely with these pupils, but there are instances when teachers dominate the lessons without deploying teaching assistants to best advantage.
- Leaders, managers and governors have a broadly accurate understanding of the areas that school needs to develop. They have improved the school in a number of ways. For example, the school now makes extensive use of information and communication technology to improve links between home and school. The school's plans for the future are clear and cover the right areas. These factors show that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

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- Improve the quality of pupils' learning in order to raise attainment in writing and mathematics by:
 - raising the level of challenge for all pupils
 - improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning
 - ensuring that pupils have as many opportunities as possible to practise fluency in writing in a range of subjects
 - improving the consistency and quality of marking in all subjects to ensure that pupils understand how well they are doing and what they need to do to improve.
- Ensure that the school's tracking of pupils' progress is used more effectively in the classroom to enable all pupils to receive appropriate support and work that is tailored more accurately to their needs.

Outcomes for individuals and groups of pupils**3**

Pupils' overall achievement is satisfactory, and their enjoyment of school is reflected in their average attendance. In 2007/08, the attainment of pupils in Year 6 was in line with the national average in English and mathematics, and pupils made satisfactory progress from their starting points. In 2009, pupils' attainment was above average, particularly in English, and this reflected their higher starting points. Information provided by the school suggests that attainment of pupils currently in Year 6 is above average in reading, broadly average in writing, and a little below average in mathematics. More able pupils make stronger progress than those of middle or lower ability, particularly in reading. Pupils with special educational needs and/or disabilities and those few for whom English is not their first language are given satisfactory support and make similar progress to others. In lessons pupils make satisfactory progress overall. In some lessons seen, pupils made faster progress, especially when the level of challenge was stimulating and more was expected of them. For example, in one fast-paced Year 5 music lesson, pupils learned how calypsos are constructed and worked in groups to improvise their own. Each group was allocated differentiated tasks which provided a good challenge for their individual abilities. The pupils were enthralled by the task and their learning was faster and more enjoyable than in other instances where lessons were too dominated by the teacher and tasks were insufficiently tailored to their needs. Pupils are friendly, confident and polite to visitors. They understand the importance of exercise and diet, and are proud that the school has achieved Healthy Schools and Active Sports status. One pupil commented, 'I've started using the advice at home.' They feel safe in school and report that they know the teachers will support them if they have any concerns. Behaviour is good, particularly in lessons, and this reflects their good spiritual, moral, social and cultural development. Pupils enjoy taking responsibility within the school, and Year 5 pupils value the opportunity to help Year 3 pupils with their reading. Overall pupils make a satisfactory contribution to the school and the wider community. The sound grounding pupils acquire in the basic skills prepares them adequately for the

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next stage of schooling.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage pupils' behaviour well in lessons, using a variety of rewards to ensure that they pay close attention. There are warm relationships in the classroom and the pupils are fond of their teachers. Teachers plan lessons well so that pupils know from the start of the lesson what they are going to learn and at the end have the opportunity to reflect on what they have learnt. In the best lessons teachers set a brisk pace and use challenging tasks to stimulate pupils to think for themselves. For example, Year 6 pupils enjoyed basing their study of mathematical probabilities on the success rate of Paul the octopus in identifying World Cup winning teams. However, teachers occasionally dominate the lessons, and this limits pupils' opportunities to think for themselves and forge ahead at a faster pace. Teachers do not always use the assessment information about pupils' current attainment to provide them with tasks with the level of challenge that best fits their needs. In some lessons, particularly in mathematics, too little is expected of the pupils and in these cases they make less

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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progress. Most teachers mark pupils' English books supportively, providing good guidance on the next steps. This is not true of all subjects, however. For example, marking in mathematics books does not always provide sufficient guidance on what pupils need to do to improve, and this particularly affects those pupils who would benefit most from extra support.

Activities to enrich the basic curriculum are exciting and wide-ranging. The variety of clubs, trips and visits to places of interest is appreciated by the pupils and important in broadening their horizons. Music is a strength of the curriculum. The day trips to Boulogne and residential school journeys to Brittany help consolidate their learning in French. More able pupils value the writers' workshops, where they meet famous authors. Pupils report that they benefit from the opportunities to extend their learning at home through the school's website. The curriculum has a sound focus on the basic skills, but does not always provide all pupils with sufficiently challenging tasks to enable them to do as well as possible. For example, pupils do less well in writing than in reading, and the school recognises that not enough is done to develop their fluency. This is because they have too few opportunities to write at length on a variety of topics, for example in such subjects as history and geography.

The care and support given to pupils are sound. The adults know all the children and deal particularly successfully with any concerns they may report or raise through the worry box. Vulnerable children are identified and their needs are adequately met. Overall, pupils with a range of special educational needs and/or disabilities receive the support necessary to enable them to make similar progress to others. However, when whole-class activities go on for too long, those in need of extra support are given too little time with their teaching assistants, which limits their ability to support these pupils to best effect. Accurate records of playground incidents are maintained. The school works in appropriate partnership with external agencies to support pupils with a range of needs. Transition arrangements from the neighbouring infant school help pupils to settle quickly. One pupil reported, 'I didn't have any problems settling in. It seemed like one school.' Pupils move on to a wide range of secondary schools and are adequately prepared for the changes they will encounter. The breakfast club and after-school club are staffed with well-trained and helpful adults. Though the range of activities is somewhat limited, pupils report that they enjoy the chance to meet their friends out of school.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

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How effective are leadership and management?

The headteacher and his deputy have created a cohesive and happy school. One parent described it as 'a stable environment for the children to study and grow in'. The effectiveness of leaders' and managers' ambition and drive for improvement is sound. Their plans for the future adequately identify the right priorities, and their measures to improve pupils' learning through computer links between school and home are appreciated by parents, carers and pupils alike. The school collects accurate data on the attainment and progress of its pupils, but does not always ensure that the information is used to provide work that sufficiently meets their individual needs. Though leaders and managers observe classroom teaching on a regular basis, they do not always ensure that tasks are sufficiently challenging, that books are marked thoroughly enough, and that pupils have the opportunity to write fluently in a range of subjects. Governors are fully involved in the life of the school, and have a broadly accurate understanding of its strengths and weaknesses. However, they do not always sufficiently hold the school to account, particularly in relation to pupils' attainment and progress.

Leaders and governors ensure that safeguarding procedures are secure and that arrangements for ensuring pupils' safety are in line with government requirements. They promote equality of opportunity and tackle discrimination adequately, ensuring that all pupils, whatever their background or needs, make satisfactory progress overall. The school promotes community cohesion satisfactorily. Pupils from a wide variety of backgrounds get on well together. The school ensures that pupils have an adequate understanding of other people's faiths and ways of life. The school's relationship with parents and carers is good. The headteacher and his deputy always welcome pupils, parents and carers at the school entrance, and are ready to deal quickly with any concerns that may arise. Parents and carers report that they welcome the opportunity to share their views with the school online.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The response rate for parental questionnaires was higher than is typical for primary schools. Almost all parents and carers who responded through questionnaires agreed that their children enjoy school and that it keeps them safe and healthy. Inspectors agree with these views. Almost all agreed that they were well informed about their children's progress, and most felt that the school helps them to support their children's learning. Inspectors agree that communication between school and home is good. Almost all felt that teaching is good at the school. Inspectors found, however, that, while some teaching is good, overall it is satisfactory and leads to pupils in general making satisfactory progress. A few felt that their views are not fully taken into account. Inspectors found, however, that there are good opportunities for parents and carers to express their views. Overall, almost all parents and carers are happy with their children's experience at the school. One commented, 'This school offers so much sport, music, drama, art, culture. The staff are approachable and helpful.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Hill Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	61	56	38	1	1	0	0
The school keeps my child safe	99	67	46	31	2	1	0	0
The school informs me about my child's progress	76	51	69	47	2	1	0	0
My child is making enough progress at this school	64	43	74	50	7	5	0	0
The teaching is good at this school	94	64	51	34	2	1	0	0
The school helps me to support my child's learning	59	40	83	56	4	3	0	0
The school helps my child to have a healthy lifestyle	69	47	75	51	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	56	38	77	52	6	4	0	0
The school meets my child's particular needs	54	36	81	55	7	5	0	0
The school deals effectively with unacceptable behaviour	59	40	76	51	6	4	2	1
The school takes account of my suggestions and concerns	49	33	82	55	6	4	1	1
The school is led and managed effectively	92	62	52	35	0	0	1	1
Overall, I am happy with my child's experience at this school	101	68	43	29	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 July 2010

Dear Pupils

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

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome. This is what we found:

- Your school gives you a satisfactory quality of education, which means it does some things well but some things need to be improved.
- Your school keeps you safe and healthy. You behave well and pay close attention in lessons.
- You love your clubs, trips and visits. We enjoyed hearing about your French trip, and we were very impressed by your rehearsals for Scheherazade.
- You make satisfactory progress and leave school with results which are very much like those of pupils in the country as a whole. You do particularly well in reading. We would like more of you to do better in writing and mathematics.
- We have therefore asked the adults to give you more chances to take charge of your own learning and do more for yourselves. We have asked them to make sure that you are always given tasks that suit your individual needs and challenge you to do your best.
- We would like you to have many chances to write fluently in subjects such as history and geography.
- We have asked your teachers to mark all your books even more helpfully, to make sure that you receive plenty of good advice about how to improve.

You can play your part in helping your school become even better. Make sure you work hard. If you do not understand anything, make sure you ask an adult straight away.

We wish you all the best for the future.

Yours sincerely

Natalia Power

Lead inspector

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