

Pinner Park Middle School

Inspection report

Unique Reference Number	102194
Local Authority	Harrow
Inspection number	335855
Inspection dates	19–20 May 2010
Reporting inspector	Madeleine Gerard

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	8–12
Gender of pupils	Mixed
Number of pupils on the school roll	343
Appropriate authority	The governing body
Chair	Edward Sturdy
Headteacher	Katherine Mildner
Date of previous school inspection	16 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons and parts of lessons, saw seven teachers and held meetings with pupils, governors and staff. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans, monitoring records and the 72 responses to the questionnaire received from parents and carers.

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

- how effectively pupils' progress is being tracked and assessment information used to set targets and match work to the needs of all groups of pupils
- whether pupils know their targets and how well they are making progress
- how successfully leaders and managers are identifying and tackling priorities to secure consistency and improvements.

Information about the school

This is a larger-than-average middle school for pupils in Years 4 to 7. The proportion of pupils from minority ethnic groups is much higher than average and increasing. The largest groups have White British and Asian heritage. The proportion of pupils speaking English as an additional language is well above the national average, although few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have moderate learning difficulties, behavioural difficulties or speech, language and communication difficulties. The proportion of pupils joining and leaving the school at the end of Year 6 is high. There have been a number of staff changes over recent years.

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

Pinner Park Middle School provides a satisfactory standard of education. The school's strengths are in the personal development of the pupils and in the school's work to support the welfare and well-being of the pupils. Pupils' above-average attendance reflects the school's effective work to promote regular attendance and good punctuality. Pupils take on responsibility enthusiastically, for example as peer mediators at break times. The school council is proud of the planned introduction of hot meals at the school following their suggestions. Pupils have positive attitudes to keeping fit and healthy as the school's success in achieving the Healthy School Award and the Activemark reflect. Extra-curricular sports clubs including hockey, netball, cricket and basketball are popular. Pupils' good awareness of how to keep themselves safe is successfully fostered through visits to the school from local emergency services, workshops on dealing with bullying and cycling proficiency.

Teaching is generally satisfactory and enables pupils to make satisfactory gains in their learning. In some classes pupils' learn and progress well because teaching is good, but this is not consistent across the school. Systems to track pupils' progress regularly have been introduced and are helping the school to check how well pupils are doing. However, teachers' planning does not use assessment information well enough to ensure that pupils are always set suitably challenging tasks. In some lessons expectations about what more-able pupils can do are not always high enough, and in other lessons tasks are sometimes too challenging for pupils who find learning difficult. Consequently, the pace of learning is not always as swift as it should be. The quality of marking and target setting is uneven. Some marking suggests how pupils can improve their work and in some classes pupils know their targets, but this is not consistently the case.

The school has a satisfactory understanding of its performance as a result of generally accurate self-evaluation. Monitoring is helping to identify appropriate areas for development, although this has not yet secured sustained improvements in the quality of provision overall. Some recently appointed leaders have not been in post long enough to have developed their roles in checking that actions to bring enhancements to provision are resulting in sustained and consistent improvements. Increased support for pupils who are not making enough progress in their learning has not had time to show its effectiveness in increasing rates of learning and progress. Consequently, the school has a satisfactory capacity to improve. The school's leaders and governors ensure that the procedures to safeguard pupils' welfare, safety and health are good. They also make certain that community cohesion is also well promoted. Pupils have a strong awareness of themselves as part of the school and local community. Planned activities to promote

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community cohesion have successfully emphasised those who live in communities other than their own in the United Kingdom. Links with communities abroad are developing. However, the governing body does not always hold the school sufficiently to account over pupils' academic outcomes.

What does the school need to do to improve further?

- Raise attainment and rates of learning and progress by:
 - ensuring teachers have a shared understanding of the pace, challenge and expectation required to ensure all pupils make consistently good progress
 - using information from assessment and marking to plan work consistently well matched to pupils' needs and ensure they know their targets and how to improve their work.
- Sharpen the skills of leaders, managers and governors in checking that priorities for action are leading to sustained improvements in the school's provision and pupils' achievement.

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

Pupils' achievement and enjoyment are satisfactory. The school's assessment of attainment on entry shows that pupils start Year 4 with a range of levels of skills but standards are generally broadly average. Attainment at the end of Year 6 in national tests and teacher assessments at the end of Year 7 has been average over recent years. This represents satisfactory learning and progress through the school. There are some examples of good progress, but this is not consistent. In a literacy lesson pupils were successfully writing haiku poems. The activity was clearly explained and adapted to the range of abilities in the class. Regular reminders from the teacher about what they needed to include ensured they were engaged in their learning. Opportunities to check with a partner how successfully they had completed the task and to listen to one another's poems being read aloud helped pupils to evaluate their learning and progress. In a mathematics lesson, when the teacher's questioning was not suitably challenging for more-able pupils, their learning and progress was only satisfactory. In another mathematics lesson time was wasted going over what pupils were supposed to know already when the revision examples were too difficult for some pupils. In a literacy lesson pupils were observed making satisfactory progress when the time spent listening to the teacher left limited time for pupils to complete independent work. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support they receive. Pupils speaking English as an additional language also make sound gains in their learning.

Pupils feel safe and are confident that adults will help them if problems occur. Good gains in pupils' spiritual, social and cultural development help pupils to show care and consideration to one another. For example, to support pupils who will be joining the school, pupils in Year 5 are buddies to pupils in Year 2 at the neighbouring first school. Pupils' well-developed personal and social skills, above-average attendance and average

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attainment in basic skills prepare them satisfactorily for the next stage in their education.

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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is sometimes good, but it is not consistently good enough across the school to ensure that pupils progress consistently well. Teachers make good use of resources including computers to explain tasks. However, when pupils spend too long listening to the teacher, or when only a few pupils are involved in answering the teacher's questions, the pace of learning drops and their progress slows. The data gathered from assessments is not always used to ensure all pupils are doing as well as they can. Although in most classes there is quite a wide range of ability, planning does not always ensure that work is suitably challenging for all pupils. Although satisfactory, marking and target setting do not always make clear to pupils what the next steps are in their learning. Pupils who struggle with basic literacy and numeracy, as well as those with speech, language and communication difficulties receive targeted support from additional adults in class and in small groups, which helps them to keep up.

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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The curriculum is broad and balanced. There are some links developing between subjects. Pupils use their computing skills across a range of subjects including in mathematics to present graphs, in English to write poems and in art. Music is a highlight and pupils learn a variety of musical instruments and participate in performances in cultural centres. Pupils speak enthusiastically about making healthy food in cookery classes which they attend at a local secondary school. However, curriculum planning does not always ensure that pupils are set sufficiently motivating work to engage and hold their interest in their learning. Pupils enjoy visits to local places of interest, although there are more events organised for some year groups compared with others. Pupils receive the appropriate support and guidance they need so that their personal skills develop well. Pastoral care is good. School staff, including the learning mentor, support pupils who need additional guidance well and, through effective partnerships with a wide range of outside agencies, the school meets the needs of vulnerable pupils. Workshops for parents in literacy and numeracy support them in helping their children with their learning at home. Appropriate changes to provision for pupils who need additional help with their learning have been introduced recently, although they have not yet had time to secure increases in rates of learning and progress.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Through sound monitoring and self-evaluation, the headteacher and leaders have identified priorities for improvement. This includes enhanced use of classroom displays to support pupils' learning, increased opportunities to check the progress pupils are making and improvements to the environment inside the school. Ambition is embedded and improvement driven soundly, because many developments are quite recently introduced, including the appointment of new members of the leadership team. This means there has not been enough time to see their impact fully. Consequently, equality is promoted and discrimination tackled adequately. Safeguarding and the promotion of community cohesion are good and the governing body is supportive and committed to helping the school to improve. Nevertheless, governance is satisfactory overall because the governing body is not challenging the school sufficiently to secure rapid improvements in provision and pupils' achievement.

These are the grades for leadership and management

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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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers who responded to the survey confirm that their children enjoy school and that they are happy with their child's experience at the school. The overwhelming majority are confident that the school keeps their children safe. The very large majority evaluate the work of the school positively, although a few feel that the school could do more to take account of their suggestions. In the survey most parents and carers judge that their child is making enough progress at the school. Most feel that problems with behaviour are dealt with appropriately. Inspectors judged behaviour, safeguarding and the care, guidance and support given to pupils to be good and other aspects to be satisfactory, including pupils' learning and progress. The inspection found evidence that the school has made improvements as a result of suggestions and concerns raised by parents and carers, for example to support pupils joining the school from the neighbouring first school. Nevertheless, more could be done to ensure parents are confident that their concerns are addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinner Park Middle 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	46	35	49	4	6	0	0
The school keeps my child safe	41	57	29	40	2	3	0	0
The school informs me about my child's progress	28	39	37	51	6	8	0	0
My child is making enough progress at this school	29	40	31	43	11	15	1	1
The teaching is good at this school	32	44	33	46	5	7	0	0
The school helps me to support my child's learning	26	36	33	46	7	10	2	3
The school helps my child to have a healthy lifestyle	17	24	47	65	7	10	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)	25	35	41	57	3	4	1	1
The school meets my child's particular needs	20	28	41	57	8	11	0	0
The school deals effectively with unacceptable behaviour	28	39	31	43	11	15	1	1
The school takes account of my suggestions and concerns	18	25	37	51	12	17	1	1
The school is led and managed effectively	28	39	36	49	4	6	1	1
Overall, I am happy with my child's experience at this school	32	44	30	42	9	13	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



21 May 2010

Dear Pupils

Inspection of Pinner Park Middle School, Pinner HA5 5TJ

Thank you for making us feel welcome and for helping us when we visited your school recently. We enjoyed talking to you and listening to all that you had to say. Pinner Park Middle School is a satisfactory school. I am writing to tell you about the judgements that we reached.

- You take on responsibility enthusiastically.
- You have a good understanding of how to keep yourselves fit and healthy.
- You know how to keep yourselves safe.
- You behave well and attend school regularly.
- You make satisfactory progress and reach standards that are average, although we would like them to be higher.
- The curriculum ensures you have a satisfactory variety of work to do.
- You like the good variety of clubs the school organises for you.
- The adults work hard to look after you well.

To make the school even better, we have asked the school to make more checks on the work that it does in order to ensure everything is as good as possible. When teachers mark your work, we would like them to make clear what you need to do to make it even better. We have also asked that teachers use the information the school collects about your standards of work to plan work that is the right level of difficulty for you. You can help by telling the teachers if the work is too easy or too hard for you.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine G□rard

Lead inspector

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