

# Park Hill Junior School Profile

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## Park Hill Junior School

Stanhope Road  
Croydon, Surrey, CR0 5NS  
Telephone: 020 86868623  
<http://www.phjs.co.uk>

Children's Service Authority:	Croydon
Age range:	7-11
Number of pupils:	235
Head teacher:	Mr W Yearley
Chair of governors:	Ms Vanessa Fry

## What have been our successes this year?

Development of extended school provision for 51 weeks per year from 8am-6pm utilising new facility.

No supply teachers were required during the year.

SATs results above the national average overall, especially at Level 5. Gap reduced between attainment in maths and English.

Exemplary behaviour of pupils outside school - e.g. Canterbury Cathedral's guide said best tour taken with a school, similar comments made by staff at Manor House, Nelson, South Wales.

The growing strength of French within the school, with timetabled lessons in all four years.

Development/recognition of the school library.

Development of links with specialist secondary schools with weekly technical support from local secondary school for ICT maintained.

Every pupil has swimming lessons in every term of every year. Participation in all leagues and tournaments, for a variety of sports, within the borough.

Successful school journeys for Year 4 to Holmbury St. Mary, Year 5 to Brecon Beacons and Year 6 to Brittany.

Highly successful Christmas and Year 6 productions.

Sound financial management - enabling the school to upgrade the ICT Suite and increase the number of computers to 32.

Continuation and development of the school's association (PHSA) programme of events.

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## What are we trying to improve?

Maths continues to be main focus - especially improvement for the less able using differentiated support and '1 to 1 Tuition' programme.

Work to renew basic skills quality mark in relation to maths, English and science.

Analysing data to identify those groups where standards of achievement needs to be raised.

In English, raise standard of boys attainment to that of girls.

Work to achieve ICT Mark.

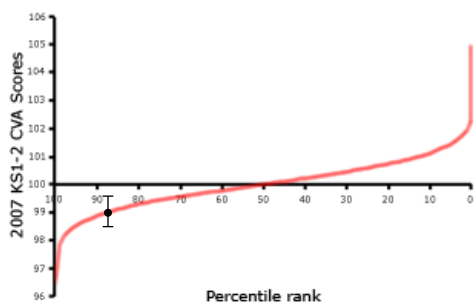
Use ICT as a form of communication with parents, children and the wider community utilising Fronter as the Managed Learning Platform.

Further develop with specialist secondary schools.

Improve work facilities for teaching and support staff.

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## How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

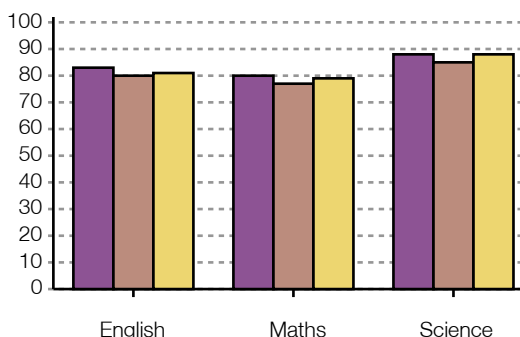
The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Our school score means that pupils in our school make progress in line with pupils with similar attainment at age 7.

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## How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

This graph shows that in all three core subjects we have achieved above both the local and national average in English and maths and are on a par with the national average in science.

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## How have our results changed over time?

While results vary with the characteristics of Year groups, results overall have been above the national average over a sustained period. In 2009 our results for each of the core subjects increased year on year.

Proportion of Level 5's in all three subjects are above national average.

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## How are we making sure that every child gets teaching to meet their individual needs?

Monitoring through the use of internal SATs and the analysis of the data produced.

Removal of setting for pupils in mathematics with targeted support from qualified teachers and support staff.

Pupils with SENs are identified promptly through data analysis, teacher and parent concerns. Individual education plans include targets specific to the needs of each individual child.

Provision of '1 to 1 Tuition' programme to support those requiring additional support in maths.

Use of new ICT facilities to support both ICT skills and maths development in targeted sessions during lunchtimes.

Register of Able and Talented pupils. Curriculum stretches all pupils reflected in high proportion of Level 5's.

Monitoring of results of children according to ethnic origin, gender, receipt of free schools and mobility.

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## **How are we working with parents and the community?**

Extended school day activities, 51 weeks a year.

All parents receive a form at the beginning of the year inviting them to say how they can help and the responses are taken up within the school.

Parents come into school to attend curriculum meeting, book week, performances, ICT workshop, Maths workshop and involvement with Healthy Schools Initiative.

Parents' Evenings and school reports, newsletters, termly summary of curriculum and homework timetable, daily reminder books.

Internal school SATs.

Updating of website for communication with parents, children and wider community. The inclusion of parents/carers in the implementation of the MLE Fronter resource.

Other visitors include local religious leaders in assemblies. As part of their R.E., pupils visit local places of work and value the diversity of local religious communities.

Links with secondary schools - relationships developing according to their specialisms - Shirley (Performing Arts), Archbishop Tenison (ICT and Maths).

Continued support of Schools' Association, working to build links with the community and neighbouring schools.

Wide range of work experience students and trainee teachers via initial teacher training institutions.

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## **What have pupils told us about the school, and what have we done as a result?**

Termly pupil opinion survey are extremely positive and reflect the pupils views with regard to individual subjects and school generally.

School Council, meets fortnightly, chooses charities to support, debates current school issues and suggests solutions; involved in formulating Anti-bullying Policy, use of 'worry boxes'.

Pupil suggestions for games in atrium and playground.

Lunchbox trolleys introduced at request of pupils - increasing safety on the stairwells.

Investment in Qwizdom voting handsets and software for both assessment and to ascertain pupil views and further develop the pupil voice about their school.

Ofsted recognised the positive opinions of children in relation to teaching and learning.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

Anti-bullying policy developed after contributions from pupils, staff and parents. Anti-racism policy and Equal Opportunities policy acted upon.

Termly pupil survey of views concerning school subjects and general school issues. Ofsted recognised contribution from a highly effective School Council.

PSHE/SEAL syllabus recognised as important by having dedicated time on timetable.

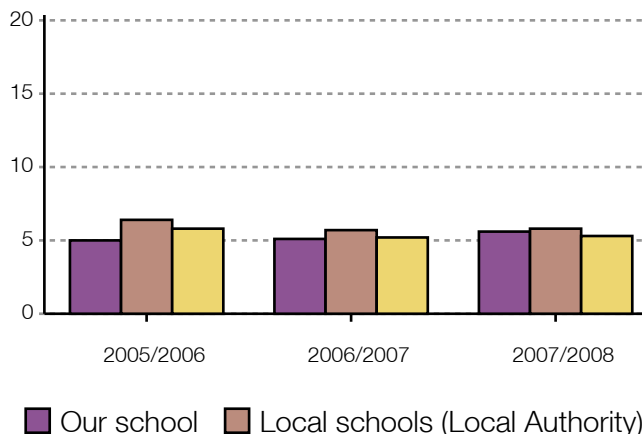
School safety measures: Risk assessment of all external assessments, regular internal safety checks of electricity, water supply and fire safety.

There is no truancy in the school and extremely low unauthorised absence.

Good behaviour and achievement was recognised in latest Ofsted report and is promoted through the use of house points and merit system.

Healthy Schools Award achieved, improved lunch menu, salad bar, improving the provision of fresh drinking water.

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Attendance over the last four years has been extremely good compared to the national and borough figures. Truancy is not an issue and unauthorised absence is minimal. School Secretary follows up all absences on first day pupil away after the registers have closed at 9.20 a.m. and if parents have previously failed to inform school. Absences due to the usual illnesses and some parents taking annual holidays in term time. The school has adopted the local initiative to reduce time taken out of term time, consisting of fixed fines.

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## What activities and options are available to pupils?

The range of school clubs: ICT, Library, Chess, Dance, Maths, Homework, Drama, Orchestra, Choir, Art, Football, Gardening, Gymnastics, Drumming, Jogging, Netball, Athletics, Table Tennis, Cricket and

School Council.

Ambitious and stimulating day trips; Boulogne, Canterbury Cathedral, Houses of Parliament, London Zoo, Crofton Roman Villa, National Gallery, Standen N.T., St Peter's Church, St Paul's Cathedral, Croydon Library, Natural History Museum, Liberal Synagogue, Horniman Museum, Buddhist Centre, Croydon Mosque.

Music and Performances.

School Journeys - Holmbury, Wales and Brittany.

Sport/PE - all pupils receive two hours a week.

Extended day provision.

Special Events - Book Week, Theatre Workshops, Life Education Centre.

Activities for use in the atrium.

Opportunities for increasing responsibility - monitors, school councillors.

School Shop.

## **What do our pupils do after leaving this school?**

Secondary school destinations; At the end of the 2008-2009 academic year 15 pupils (25%) transferred to Shirley High; 4 each (6.7%) to Archbishop Tenison, Newstead Woods, Oasis Academy and Wilson's. Others distributed among a range of schools - In total pupils transferred to 20 known secondary schools.

Links with secondary schools to encourage a smooth transition, in particular Shirley High.

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## **What have we done in response to Ofsted?**

Invested substantially in Mathematics - in terms of teaching, materials, ICT and support staff.

Provision developed for mathematics to include targeted support via '1 to 1 Tuition' for those requiring support.

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## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 86868623

Our website <http://www.phjs.co.uk>