



13th March 2017

Dear Parents and Carers

As the scope of the recent Ofsted Section 8 inspection was focused on 3 very particular areas, we felt it important to share some of our other many achievements over the past 4 years since the previous inspection. It is important that we celebrate the successes of both our children, staff and governors and the incredible amount of hard work and dedication that has been achieved and recognised by external organisations.

We hope you enjoy reading about the journey we have undertaken in our striving to be the best school we can for our children.

Achievement Awards:

✚ **Inclusion Quality Mark Centre of Excellence -**

[Centres of Excellence | Inclusion Quality Mark | Basingstoke, UK](#)

✚ **UNICEF's Rights Respecting Level 2 Award -**

[The Rights Respecting Schools Award - Unicef UK](#)

✚ **London Healthy Schools Silver Award –**

[Steps for achievement | Healthy Schools](#)

✚ **Sport and PE – Sainsbury's Gold Kitemark award**

[https://www.yourschoolgames.com/uploads/file/School_Games_Mark_Criteria_16-17\(5\).pdf](https://www.yourschoolgames.com/uploads/file/School_Games_Mark_Criteria_16-17(5).pdf)

✚ **Harrow Schools' Film Festival Awards**

Annual Teaching & Learning Reviews

Each year as a school we undertake an external annual Teaching & Learning Review. This is an external audit undertaken by Harrow School Improvement Service. Leaders' judgements about the standards in the school and the progress made against the school improvement priorities are scrutinised and evaluated. Here are a few excerpts taken from the **May 2016 report**.

- The capacity of the school to manage into learning its high need, high EAL [English as an Additional Language] cohort is excellent. The organisation, co-ordination, tracking and quality of interventions, for children with a block to learning, are clear strengths of the school. Support staff, teachers, SENCO and SLT (Senior Leadership Team) all work to share data, observations, strategies and oversight to ensure real inclusion and co-ordinated support.



- The school has developed Triads (groups of 3 teachers who collaborate and support each other in promoting excellent teaching) to develop teaching practice throughout the school. The rolling program allows teachers to take risks to improve performance which is very compatible with the school's growth-mindset philosophy.
- The school's positive ethos, underpinned by the values of tolerance and mutual respect, sets a context in which pupils can thrive. The frequent and very purposeful interaction between pupils and adults, throughout the school day, results in pupils feeling very positive and confident about themselves.
- Pupils really enjoy their learning and are keen to succeed, for example, when applying efficient division strategies in mathematics or developing their punctuation skills in literacy. Excellent examples of pupils' work are visible in classrooms, which reflect their learning in a range of subjects, including mathematics, English, science and history.
- Teachers' excellent relationships with pupils are used well to create an atmosphere in which pupils thrive and build their self-esteem. For example, pupils solve problems confidently in lessons and use appropriate strategies to correct their own mistakes when necessary. Teachers also provide pupils with good opportunities for extended writing, of which there are many good examples in pupils' books.
- Teaching in mathematics and literacy is strong. This is partly because teachers use questioning effectively to identify gaps in knowledge and build pupils' understanding. Pupils practise their reading, writing and mathematical skills across a wide range of subjects, sometimes in the context of a real-life problem-solving activity. Adults work very well with targeted pupils to ensure that their learning is equally strong.
- Feedback in pupils' books is of high quality and evidence of verbal feedback is also recorded. The use of unit grids in maths to pre-assess, set targets and review progress, is having a demonstrable impact in accelerating progress. Both more able pupils and those supported by the pupil premium, benefit from the quality guidance for improvement provided by their teachers. As a result, these key groups make strong progress.
- The Transition program to support children into year 3 and on to year 7 is well developed and successful.

Annual Report July 2016 – Harrow School Improvement Adviser (excerpts from report listed below)

At the end of each academic year the attached school improvement adviser writes an annual report based on evidence presented throughout the year. The July 2016 report excerpts are below:

- The headteacher and governors of PPJS have continued to bring about sustained improvements since the last inspection. Every aspect of its work has improved and leaders are eager to improve further. Staff, governors, parents and pupils have high expectations and ambitions for all. They are determined that pupils should achieve as much as possible.



- Systems to check pupils' progress are very effective. They link well with the topics covered. Meetings to discuss pupils' progress ensure that leaders and teachers are clear about how well pupils are doing in subjects. Interventions link closely to pupils' needs and are monitored carefully. As a result, school leaders and staff know what is working and what now needs to be done next.
- Year group leadership is strong. In addition, staff are well supported by a mix of professional training, peer support and meetings with partner schools. Staff feel very well supported by senior leaders to improve their teaching further
- The curriculum is very well delivered through topics and themes that both inspire pupils' interest and pay good attention to building up their skills and knowledge in a variety of subjects. Topic books show the strong emphasis on pupils' spiritual, moral, social and cultural development and their understanding of British values.
- Governors have an excellent understanding of the school's strengths and what it now needs to do. The governing body is knowledgeable and informed and bring considerable skills to the school. It reflects carefully on the school's performance and challenges robustly the headteacher and other leaders as to outcomes and pupils' well-being.
- Teaching, learning and assessment have continued to improve since the last inspection and are now consistently good or better. Some aspects of teaching, such as the use of questioning and the ways in which all teaching staff support pupils' self-expression and listening skills are outstanding.
- Teachers at PPJS are very skilled at gaining pupils' interest and motivating them to learn. Teaching assistants are very effective in helping pupils to think more deeply about their work. Pupils who have special educational needs receive good-quality support from knowledgeable and suitably skilled staff. Pupils' support is targeted well so that pupils gain in confidence and self-belief as well as improving their skills. Well focused professional development has strengthened teaching and in particular the teaching of reading, writing and mathematics. These are generally very well supported in English and mathematics sessions and also through topic work. Excellent use of subject vocabulary is evident in all subjects so that pupils learn to use this accurately themselves whether in science, mathematics, English or a foundation subject.

Inclusion Quality Mark Centre of Excellence (*excerpts taken from Review Report November 2016*)

In November 2015 the school applied for and was successful in gaining the Inclusion Quality Mark. At the time of the first evaluation there was enough evidence for the school to be recognised as a Centre of Excellence. A yearly review is undertaken to confirm the Centre of Excellence status.

- At this school the pupils are at the heart of everything it does. They are listened to, their ideas are valued and they play an important role in developing the school and leading projects. The school has a variety of roles for pupils to take on to develop their leadership skills. These include school council, peer mediators, rights respecting rangers and healthy heroes.
- This focus on pupil voice helps children to develop their self-confidence in taking a lead and in representing and helping others. The school council meet regularly and discuss ways of improving the school.



- Teachers are valued for their skills: quality first teaching demonstrates much excellent practice and teachers are continually reviewing and further developing their skills to meet the diverse needs of all children. Teachers work in year teams, led by a year leader and this ensures consistency of planning and teaching and enables new teachers to be supported and good practice to be shared.
- Support staff play a vital role in the school, planning and implementing interventions, supporting in class and providing crucial support, for pupils and their parents. In this school staff are proactive, flexible and motivated and their ideas are valued. Two learning mentors play a very important role in supporting pupils with social, emotional and behaviour issues.

Rights Respecting School – Level 2 - excerpts taken from Assessment Report 16th March 2015 (highest level)

The United Nations Convention on the Rights of the Child is an international document that sets out all the rights that children have. The CRC lists 54 articles. At Pinner Park we help children to enjoy many of their rights, especially their right to a good quality education that develops their personal excellence (Article 29). The Rights Respecting School Award assesses how well a school is promoting and has embedded the rights within it.

- ‘The head teacher explained how rights respecting values and principles “*fit seamlessly with the positive ethos*” and that “*it is an inherent part of what we do.*” She described how the whole school community has developed a deeper understanding of what respect for rights entails....’
- Senior leaders were agreed that children are more self-motivated and aspirational as a consequence of learning in a rights-respecting environment.
- They (pupils) understand that rights are universal and unconditional, and may be limited, qualified or prioritised in particular situations. Rights Respecting Rangers meet weekly to evaluate progress and share ideas for moving RRS forward
- Children have a growing global conscience and are aware of current issues affecting children such as the impact of conflicts in Syria and Afghanistan. They recognise that in some contexts the realisation of rights can be more challenging.
- Pupils gave examples of various learning strategies that empower them to be independent and confident learners such as the ‘B line’ (brain, book, buddy, and boss), feedback sheets, marking dialogue with teachers, and peer marking.
- There is a wide range of opportunities for pupils to express their views, make decisions and take a lead. Pupils are democratically elected as school councillors and Rights Respecting Rangers. As partners in their own learning, children have been trained in assessment for learning. Pupils are aware of the importance of feedback to progress, and why the school has adopted the Learning for Life approach based on John Hattie’s research. Children cited several ways in which they are supported to make informed decisions about their health and well-being such as ChildLine, road safety, e-safety, and ‘*Tell, tell, tell*’ (the school’s zero tolerance of bullying). Children are proactive in taking action to uphold the rights of other children.



Governors Audit - undertaken by external consultant November 2016 (excerpts taken from report)

- ✚ The chair of governors has worked tirelessly to ensure there is no complacency and this is very clear in how all in the school express their ambition for the children.
- ✚ The governors have worked very well to ensure all aspects of improvement become embedded in the school as a matter of routine. This suggests the governors have been very effective in supporting the school through some recent staffing changes.
- ✚ There are clear processes in place enabling the governors to be accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs.