

Park Hill Junior School

Address: Parkfield Drive, Kenilworth, Warwickshire, CV8 2JJ

Unique reference number (URN): 125552

Inspection report: 6 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Park Hill is a very special place where all pupils are fully included and thrive. Staff and governors share a clear vision and strong commitment to provide the best opportunities for all pupils. This is at the forefront of the school's work.

Leaders know pupils and their families well. They swiftly and accurately identify pupils' needs and potential barriers to their learning and wellbeing. They leave no stone unturned to remove those barriers to enable all pupils to succeed. Leaders and staff work closely with a range of external specialists to support this work.

Pupils with special educational needs and/or disabilities, including those who attend the specially resourced provision, 'Ravenhall', are incredibly well supported to benefit from all that the school has to offer, academically, socially and personally. Staff are well trained to ensure that support for pupils learning of the curriculum is adapted effectively to meet the increasingly diverse needs of pupils. This includes pupils who are known, or previously known, to social care.

Leaders ensure that extra funding is used in highly effective ways to provide tailored support for disadvantaged pupils. They make careful and effective use of alternative provision that they decide to use, to ensure that pupils' needs are met.

Personal development and wellbeing

Strong standard ●

Leaders are passionate about ensuring that every pupil benefits from a high-quality and effective personal development programme. The school's 'enrich' values and a carefully chosen range of opportunities ensure that staff prepare all pupils incredibly well for life beyond school.

Leaders and staff use their deep knowledge of pupils, families and the community to offer a range of experiences that develop pupils' confidence, resilience and character. Leaders carefully adapt the offer to make sure that every pupil can benefit. Events such as 'mother-tongue' days, help pupils to learn about and value their local community. Leaders ensure that pupils experience authentic voices. For example, they invite a diverse range of parents into school to talk about celebrations and beliefs, including Thanksgiving and Diwali.

Leaders' carefully considered assemblies include explicitly teaching pupils important oracy skills. Leaders and staff help pupils to find out more about the wider world and to answer big questions in creative ways. Pupils take on meaningful roles which benefit the school community and develop valuable leadership skills. For example, house captains help to raise money for the school and anti-bullying ambassadors support their peers on the playground.

A wide range of clubs and extra-curricular sports and arts events provide pupils with rich opportunities. These are carefully tailored to match pupils' needs and interests. For example, an extra-curricular 'coding club' and choir events are very popular with pupils and

provide them with opportunities to explore new interests and develop their talents. All pupils are encouraged and supported to take part.

Pupils benefit from pastoral support that is thoughtfully adapted to their individual needs. They know that staff listen and respond quickly if they have any worries. Leaders ensure that pupils are taught how to keep themselves safe. Pupils learn how to stay mentally and physically fit and confidently talk about healthy relationships and the benefits of healthy eating.

Expected standard

Achievement

Expected standard 

Pupils at Park Hill, including those who are disadvantaged, achieve highly in national tests. In many measures, they attain above national averages. All pupils, including pupils with special educational needs and/or disabilities (SEND), typically learn well across curriculum subjects. For example, they learn simple vocabulary in French and the subject-specific skills they need to carry out practical investigations in science. Pupils who attend the specially resourced provision for pupils with SEND achieve well. Their success includes their broader skills, such as being able to be in a classroom with peers and take a full part in school life.

Disadvantaged pupils, those with SEND and pupils known to social care make effective progress from their starting points. This is because staff understand their needs and provide effective support. By the time that they leave the school, pupils are ready for the next stage of their education. They move to secondary school with the foundations they need to succeed.

Attendance and behaviour

Expected standard 

Leaders have a sharp focus on school attendance. They know pupils and families very well and provide effective support for those who need extra help to attend as often as they should. Leaders work closely with external professionals, where needed, to remove any barriers to pupils' attendance. As a result, pupils' attendance is typically above average, including for pupils with special educational needs and/or disabilities and those who are disadvantaged.

Pupils behave well around school. They enjoy their lessons and are keen to learn. There are some small inconsistencies in staff's expectations, but where expectations are highest, pupils rise to meet them admirably. Pupils who sometimes need a little extra help benefit from subtle, effective adaptations to support, based on leaders' secure understanding of their needs. Leaders place a high value on pupils being tolerant and understanding towards others. Relationships between staff and pupils are firmly built on deep respect. Bullying is not tolerated and it rarely happens. Older pupils take on roles such as 'buddies' to support younger pupils. As a result of leaders' work, Park Hill is a harmonious place for learning.

Curriculum and teaching

Expected standard 

Leaders have an accurate view of the quality of the curriculum and how it is delivered. When teaching is at its best, engaging lessons enthuse pupils to learn. However, there are some small inconsistencies in classroom teaching which mean that leaders' vision is not consistently achieved. Leaders recognise this and have identified appropriate priorities for improvement. Leaders are ambitious to improve teaching further.

The content of the curriculum is well ordered so that through teaching pupils can build on their previous learning. Staff teach pupils the important content and skills they need for subsequent learning. Leaders make sure that teaching focuses on building the secure foundations that pupils need in reading, writing and mathematics. This means that they are being prepared well for their next stages of learning. That said, there is some variability in how some pupils present their work in their books.

Teachers draw on their secure subject knowledge. They use a range of effective actions to enable all pupils to access the curriculum. Where additional help is needed, staff provide skilful, targeted support to close any gaps in pupils' knowledge. Adaptations to teaching for pupils with special educational needs and/or disabilities, and for those who are disadvantaged, are effective and enable pupils to learn the right things, in the right order.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have an accurate understanding of the school's current strengths and areas to develop further. A relatively new leadership team has carefully navigated a period of change while maintaining and improving opportunities for all pupils. The recent addition of a specially resourced provision, 'Ravenhall', has been very successful and is having an incredibly positive impact on the school and pupils.

Leaders are role models and have high expectations of staff and pupils. They have identified clear, key priorities and have carefully planned a coherent professional learning programme for staff. Staff value this and feel very well supported. Leaders, and governors, take careful account of staff wellbeing and workload. Staff say that leaders put pupils at the heart of everything and are very proud to work at the school.

Governors share leaders' strong vision. They very ably support and challenge the school. They bring a range of expertise that strengthens leaders' decision making. Governors are sharply aware of their statutory responsibilities and fulfil them very effectively.

Leaders work closely with a range of external agencies and specialists, who all refer to the positive difference that the school makes for all pupils. Parents and carers speak very highly of the school. They value the nurturing atmosphere, pastoral care and the progress pupils make academically and personally.

What it's like to be a pupil at this school

Every pupil receives a warm welcome at this friendly, inclusive school. Staff nurture pupils and know them well. Pupils are incredibly proud of their school and attend often. Pupils feel safe and thrive, whatever their starting points. Published outcomes from key stage 2 national tests indicate that pupils attain in line with or above the national averages in reading, writing and mathematics.

Pupils embody the school's 'enrich' values and are inspired to show, for example, compassion and heroism. Pupils behave well in lessons and around the school. At more social times of the day, there is always something to do and all pupils join in. Pupils enjoy learning and listen respectfully to their teachers and classmates. They are explicitly taught oracy skills. For example, in assemblies, pupils tackle big questions such as 'what does the centre of the world look like?' and 'in the future, will people need compasses?' Anti-bullying ambassadors take their responsibilities very seriously. They are well trained to understand what bullying is and how to intervene. Incidents of bullying are very rare.

Pupils with special educational needs and/or disabilities (SEND), including those who attend the specially resourced provision for pupils with SEND, 'Ravenhall', are fully included in learning and school life. They flourish alongside their classmates. A range of clubs and opportunities encourage pupils to try new activities and develop their talents. Educational trips, such as to the theatre, provide all pupils with valuable cultural experiences.

Pupils have a meaningful voice in school life. For example, members of the 'eco committee' plant trees and flowers in the school grounds to attract wildlife. The school's 'digital champions' help pupils to make safe choices online. A range of other roles give pupils important responsibilities around school. Pupils are incredibly well prepared for the wider aspects of life beyond school.

Next steps

- Leaders should ensure that their expectations of how the curriculum is delivered are clear and that teachers deliver it consistently across all subjects and year groups.
- Leaders should ensure staff's expectations of pupils are consistently high, so that pupils develop high levels of self-discipline and presentation in their work.

About this inspection

The co-chairs of the board of governors in this school are Sue Casey and Rachael Jenkinson.

This school is part of a federation called Thorns and Park Hill Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspection activities:

Inspectors spoke with the executive headteacher, deputy headteachers and other senior leaders during the inspection. The lead inspector also spoke with representatives from the local authority and some governors, including the co-chairs.

The inspectors confirmed the following information about the school:

The school includes provision for 8 pupils with specific communication and interaction needs in a specially resourced provision.

The school currently makes use of 2 alternative provisions, including one that is unregistered.

The executive headteacher took up her current role in September 2025.

Executive Headteacher: Lizzy Biggs

Lead inspector:

Rachel Henrick, His Majesty's Inspector

Team inspectors:

Gary Richards, Ofsted Inspector

Jax Nicholls, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

School and pupil context

Total pupils

236

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

264

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

6.78%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.54%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.59%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	61%	Above
2024/25 (final)	66%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	76%	61%	Above
2022/23 (final)	70%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (final)	86%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	87%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (final)	83%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	67%	46%	Above
2022/23 (final)	64%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	100%	62%	Above
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	83%	58%	Above
2022/23 (final)	82%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	64%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25 (final)	S	69%	S
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	64%	66%	-3 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (final)	S	81%	S
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	78%	0 pp
2024/25 (final)	S	78%	S
2023/24 (final)	83%	78%	6 pp
2022/23 (final)	82%	77%	4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (final)	S	81%	S
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	64%	79%	-16 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.1%	5.5%	Below
2022/23 (3 term)	4.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.7%	13.0%	Below
2023/24 (3 term)	7.5%	14.6%	Below
2022/23 (3 term)	7.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright