



Assessment for reaccreditation (3rd)

School name and postcode Parkview Primary School. DE21 2RQ	School more able coordinator Rebecca Clarke (Acting Head of School)
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NACE lead assessor Christabel Shepherd	NACE support assessor N/A
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School context

Parkview is a one form entry primary school with a Nursery. There are 237 pupils on roll as of September 2021. Few children are eligible for FSM and few receive Pupil Premium funding (22). There are a small proportion of pupils from minority ethnic or cultural backgrounds, and few pupils identify as EAL (languages include Polish, Mandarin, Spanish and Albanian). Looked-After and Post-Looked-After pupils are around 2.5% of the school population. A lower than average number of children are on the SEND register (5.1% with SEN support and 1.7% with an EHCP (4 children)).

Parkview is federated with another local school, Redwood – a 3-form entry primary. The two schools share an Executive Head and a governing body. This arrangement provides opportunities to deploy and retain staff across the federation.

The recent Section 8 Ofsted inspection (January 2022) judged the school as continuing to be good. Parkview's focus is on 'developing the life skills of pupils, as well as academics'. The school's website states 'our commitment to the pursuit of excellence is demonstrated by the dedication and hard work of everyone involved in learning...'.
The school originally achieved the Challenge Award in 2010 and then was reaccredited in 2014.

Summary statement

- One of the central aims at Parkview is to 'develop learners who behave brilliantly and learn well'. This golden thread was clearly evident throughout the reaccreditation process.
- The Acting Head of School and her team lead a reflective learning community which has the capacity and determination to innovate and continue to develop. Strategic documentation accurately identifies strengths and areas for development, helping to ensure a strong ethos of self-evaluation and continuous self-improvement.
- The enthusiasm of the Acting Head Teacher, her genuine love for the school and the fact that she has the highest expectations of herself, the staff and the children were evident throughout the reaccreditation process. This passion and desire to do the best for every child was demonstrated by teachers and support staff.
- Pupils are confident and aspirational individuals who are extremely well-supported and celebrated. They are eager learners and very proud of their school and speak about it with great sincerity. One MAT pupil stated 'Parkview helps everyone to get along and challenges you.'

- A range of reward systems are in place which are valued by all pupils. These encourage all pupils to consistently aim high.
- Parkview staff were proactive in minimising the potentially negative impact on pupils' learning created by the 2020-2021 global Coronavirus pandemic and resultant lockdowns by developing online pedagogy through Microsoft Teams which included daily English, Maths and Reading activities delivered 'live', live 'PE' lessons weekly and a carefully sourced timetable of online lessons. Newly developed blended learning plans were created to facilitate this. This approach ensured a continuation of learning for all.
- Despite the challenges presented by the pandemic, the Acting Head Teacher/MATCo and school staff have been relentless, working diligently to maintain, further develop and implement new strategies to help to meet the needs of MAG&T learners. This includes creating a dedicated e mail address to enable parents of MAG&T children to keep in touch with school and seek support for their children during periods of lockdown. The school plans to keep this line of communication open and further develop it going forward.

Progress towards previous identified key action points

The school has made good progress in addressing almost all the areas for development identified during the previous reaccreditation assessment and is continuing to further strengthen its excellent provision and outcomes for MAG&T pupils.

- *Revise the MAG&T policy to reflect the principles behind the teaching in school.*

Since the previous reaccreditation, the policy has been redeveloped and reviewed in collaboration with the other school in the federation through collaboration between MATCos and the whole staff team. Staff know who the MAG&T pupils are and -within the policy - subject specific guidance is provided to ensure that effective identification permeates every curriculum area. The policy reflects the beliefs and the processes carried out by the federation to develop and value MAG&T pupils.

During the reaccreditation process, teachers explained that there is a constant dialogue between staff about how they can stretch the MAG&T pupils. However, it is important that specific guidance around pedagogy for the More Able and challenge is now provided within the MAG&T policy both in terms of generic and subject specific approaches.

Further challenge and support for the policy is provided by a governor with oversight for MAG&T pupils. The policy is reviewed every 2 years. To continue to ensure the efficacy of the MAT policy, the school might find it beneficial to use NACE's Policy Impact Review guidance.

- *Strengthen the register with a greater number of pupils' talents in the sports and arts, and with skills such as leadership and entrepreneurship.*

Identification processes across the school are increasingly robust. A range of effective identification approaches have been developed and staff are ably supported by the MATCo in their use. These include summative, formative/teacher assessment data, generic and subject-specific checklists as well attendance at specialist clubs and activities where pupils might show an ability or talent not easily recognised in the classroom. Such approaches are also used to identify pupils who demonstrate strong leadership behaviours and skills.

Underachieving more able learners are quickly identified throughout the year and, particularly following mid-term pupil progress reviews and through on-going dialogue between staff.

As a result of class teachers becoming more confident in assessing and identifying those pupils showing a distinct skill and ability in subjects other than Reading, Writing and Maths, pupils from across a range of subjects are now on the register, and all staff have a greater expectation for an increased number of pupils to be achieving the highest level in all subjects. Through the development of effective strategies to increase home-school links, staff are also more aware of the talents and skills that pupils are displaying outside of school, and draw these in to their

teaching where appropriate. For example, children with talents for sport are often used to model techniques - therefore developing their skills further whilst supporting other learners.

Parkview Experts have been introduced. This system recognises and celebrates pupils who are demonstrating particular strengths and abilities. These can be subject-specific or linked to leadership dispositions. Some 'experts' are given roles of responsibility such as librarians where they share ideas on topic book boxes. These pupils have now asked if they can set up a book club. The MAG&T register is a working document which is constantly evolving.

- *Further embed pupil involvement in target setting, marking and questioning.*

Target setting days have been introduced where staff work one to one with children to explain, discuss and formulate their targeted next steps. Children regularly set themselves mini-targets to achieve in both the short and long term, and respond to next steps marking to improve their work. During discussions with more able learners during the reaccreditation assessment process, pupils explained that they are provided with targets by their teachers in a number of ways including verbally and in writing. They explained that they find these targets useful.

Self and peer assessment strategies are being re-embedded following Covid-related lockdowns and periods of isolation. For example, for the teaching of writing, pupils self and peer assess 'big writes'. Self and peer assessment are also encouraged in other curriculum areas through self-reflection and discussion between pupils. Children were very confident with this prior to Covid. There is strong evidence, in every classroom, of pupils being encouraged to ask questions to strengthen their learning across the curriculum.

- *Look at developing opportunities for links with parents beyond informing them e.g. workshops.*

The Covid pandemic has clearly - and understandably- hindered progress in terms of addressing this key issue as the school has been unable to carry out a number of planned parental engagement activities. However, as a result of the work set for home learning and the fact that parents were invited to work alongside their children in family maths and English mornings, parents are more aware of the challenge provided for MAG&T pupils. Parents and pupils know what they can do well and how school stretches them within lessons. Pupil targets are shared with parents and parents are guided about how to support their child to achieve their target. During the pandemic, the school set up a dedicated email address for MAG&T parents to keep in touch with school and receive support and guidance. This communication channel has also encouraged parents to inform the school of their child's emerging talents and abilities.

The previously planned workshops for the parents of MA pupils are on the agenda for the current academic year. These include family maths and English mornings which will focus on developing more able readers, and providing effective challenge for more able mathematicians.

Discussions were held with senior leaders, teachers/subject leaders (Y2, Y4 and Y5/computing, maths, science) and pupils from Y1 to Y6.

Lessons were observed from Reception upwards. Curriculum areas observed were: English, Maths, French English, History, Geography, Maths, Design Technology, and Physical Literacy.

Summary of strengths for provision and outcomes

- In developing provision for more able learners and challenge for all, contributions from members of the school community are valued and all are encouraged to have high expectations.
- The Challenge Framework has been effectively used to sustain the school's focus on more able and challenge provision. This work is reflected in the focused school development plan. Clear actions and targets with intended outcomes are in place. Leaders understand the need for a continuing focus on teaching and learning strategies to fully embed cognitive challenge for all learners across the curriculum. Plans are in place to address this.
- The School Development Plan priorities reflect the highest expectations for all learners and a focus on ensuring further improved outcomes at Greater Depth. Much work is being done by

the school to narrow the gender gap in writing attainment. Predicted outcomes for summer 2022 demonstrate the effectiveness of the strategies being used.

- Pupil outcomes in 2019 were above National at Age Related and Greater Depth for both Key Stages 1 and 2. GLD was 87% which, likewise, was well above national outcomes.
- Parkview's 10 key skills are consistently referenced in every classroom and regularly in lessons.
- Relationships between staff and pupils are warm, caring, mutually, respectful, and hugely supportive. This was evident in every lesson observed.
- Behaviour is excellent Learners listen well, answer confidently and manage their own learning and emotions well. They are polite, considerate and friendly.
- Learners often show high level of independence. They are keen to learn and complete tasks well. They discuss their learning with peers, which includes pairs, trios and larger groups. They demonstrate excellent levels of articulacy. Ofsted recognised that 'Pupils are being prepared well for the next stages of their education.'
- Personalised interventions to ensure developmental, wellbeing and learning needs are met are in place across the school. More Able learners were keen to point out that everyone receives the support they need including 'booster time'. One Year 1 pupil explained that *'everyone learns at a different pace so no one at this school thinks it's strange or says anything to us about getting more challenging work.'*
- Parkview's curriculum plans exceed the expectations of the National Curriculum. The plans have been developed with a clear focus on where children need to be by the end of Year 6 and are carefully sequenced to build breadth and depth of knowledge from pupils' entry into the school. To ensure effective provision for the more able and challenge for all, additional/extension opportunities have been built into the curriculum linked to English, Maths or the Parkview's 10 skills. Differentiated homework is also provided to ensure that the more able are appropriately stretched beyond the school day. The recent Ofsted report recognised that 'Leaders have designed an ambitious curriculum that starts in early years'.
- Progression in and high expectations of vocabulary are key features of the school's curriculum and ensure that the more able can access and understand academic language.
- The school's curriculum includes a key focus on the development of cultural capital. Subject leaders endeavour to provide as many extra opportunities for pupils as possible. Pupils experience opportunities such as KS2 Musical clubs, dance, gymnastics, Maths clubs, music lessons, STEM, Arts Week and Art activities such as designing a Christmas card for the Mayor. Each of these further supports the identification and development of abilities and talents. During the assessment day, pupils were auditioning for the school production, and MAG&T learners spoke at length about the wide range of clubs available to them - particularly for sports - and how much they appreciate this offer.
- Once abilities and talents come to light, the school provides opportunities for pupils to showcase them by celebrating these in assemblies or at school events. For example, a talented pupil pianist performed at the school carol service.
- The school's strong links with organisations such as Rolls Royce and Derby United Football Club, alongside activities such as visits to West End productions which, pre-pandemic, were used to develop understanding of careers and raise aspirations, are currently being refreshed.
- Parkview's 'Experts Wall' provides opportunities for children to share abilities, talents and strengths, and encourage others whilst promoting a culture of challenge and celebration.
- The case study focusing on 'improving the breadth and quality of vocabulary across the school' demonstrates the positive impact of the consistent, whole school strategies introduced on Greater Depth writing outcomes. The school has monitored and evaluated their chosen approach carefully, amending this as required to ensure the most positive outcomes for all learners including the more able. The impact of this work was evident, during the

assessment day, through the high level language which was systematically used by children across the school in both their interactions in class and their written work.

Summary of strengths for teaching and learning

- Lessons observed were purposeful and there was a genuine 'buzz' of learning.
- Good levels of questioning were consistently and skilfully used throughout each lesson and across subjects to challenge, encourage deep learning and assess the depth of pupils' understanding. Children were regularly asked to explain their thinking and reasoning using well designed question stems to support this. Likewise, teachers demonstrated high expectations in terms of the clarity and depth of learners' explanations.
- Teachers demonstrated the strong subject knowledge essential to ensure that the needs of more able learners are met. They explained complex concepts well and used modelling to strengthen learning. This helps learners grasp more abstract concepts or new learning more effectively. This also means that teachers are consistently able to skilfully address misconceptions.
- The accurate use of tier 2 and 3 vocabulary by both staff and children was a feature of all lessons observed. For example, children in a Year 2 lesson used and understood vocabulary such as raging, elated, vexed, and furious. In Reception, one child explained that an eruption was 'where lava exploded from a volcano because the pressure got too much.' This is particularly impressive considering the impact of the pandemic on learning. It is clear that the Parkview team has worked hard to make up for pupils' lost learning quickly and effectively.
- Pupils were frequently provided with opportunities to work in pairs to explore methods and articulate thinking.
- Links with past and future learning were made explicit in lessons. This supports pupils in developing connections between concepts and themes, strengthening prior learning.
- There were a number of opportunities for independence and creativity due to the setting of more open-ended tasks.
- Parkview's '10 key skills' were consistently referenced and learners asked to articulate how well they were demonstrating those skills, thus taking ownership of their learning. Similarly, in maths lessons, more able learners were reminded to consider and demonstrate the skills and behaviours of an effective mathematician.
- In every lesson, pupils are presented with a '3 star challenge' once they are ready to apply and deepen knowledge as determined by constant Assessment for Learning (AfL). On occasion, pupils are presented with this challenge from the start. During the Challenge Award reaccreditation process, children were genuinely enthusiastic about being set a challenge and started discussing what this might be as soon as it was mentioned by the teacher.
- The learning environment celebrates learning and provides examples of excellence.
- Marking and feedback in English and Maths book moves pupils on, providing clear next steps to challenge thinking and address misconceptions effectively.

Areas for development

- Further develop the learning environment across the school to actively promote cognitive challenge and deeper thinking. For example, include questions for discussion and debate on displays, alongside some means by which pupils can respond to these.
- On a number of occasions, pupils were provided with tasks called ‘challenges’ which were not challenging but, rather ‘more of the same’ or just ‘different’. Such tasks rarely cause cognitive conflict or ‘wobble’. It is important, therefore, that leaders provide CPD to embed - throughout the school - a shared and agreed understanding of terminology such as ‘challenge’ and ‘extension’, ensuring that more able pupils are, from the start of lessons, consistently provided with learning tasks which have cognitive challenge inherent within them and that the pupils themselves understand cognitive challenge, the concept of ‘desirable difficulty’ and how this feels.
- Further develop the quality of feedback in ‘topic’ books so that it reflects the excellent practice seen in English and Maths books in terms of providing next steps which challenge and move learning on.
- Continue to develop increased opportunities for more able learners to be provided with less scaffolding and greater independence within learning tasks particularly in the foundation subjects.
- Further strengthen questioning for challenge by:
 - Introducing ‘no hands up’ questioning so that teachers avoid choosing those pupils who raise their hands first. This strategy also ensures that all learners have to be ready to respond
 - Ensuring that questions are routinely ‘bounced’ from one pupil to another to create cognitive challenge and promote deeper thinking.
 - Developing ‘wait time’ to ensure that pupils have the time to consider and articulate higher-level responses
- Further develop opportunities for ‘more able voice’ from Year 1 onwards so that these pupils can share their views about the ways in which they are challenged in lessons and impact on future approaches. Consider the introduction of ‘Challenge Ambassadors’ or similar.
- Ensure that definitions used in respect of MAG&T pupils are clear and understood by all staff so that the MAG&T register and definition of ‘More Able’ includes those pupils who have been identified as more able in each individual subject.
- Relaunch the sharing of effective more able and challenge provision with the other school in the federation.
- Engage with NACE’s Challenge Schools’ Network to continue sharing and further developing excellent practice.

Key issues

Key action points:

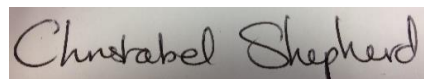
to be included on the school's Key issues matrix

- Ensure that there is a shared and agreed understanding of terminology such as 'challenge' and 'extension' so that, across the school, more able pupils are consistently provided with learning tasks which have cognitive challenge inherent within them and that they themselves understand and can articulate what cognitive challenge is and why it is desirable.
- Continue to develop increased opportunities- across the entire curriculum - for more able learners to be provided with less scaffolding and greater independence within learning tasks, and to move on to more challenging learning tasks more quickly once the core knowledge has been understood and/or fluency has been achieved.
- Further develop questioning strategies so that these are consistently used to promote cognitive challenge and lead to deeper learning.
- Continue to further develop and embed strategies to engage and support parents of MAG&T learners enabling them to understand and effectively address their child's needs.
- Increase opportunities to work with the federated school and others in the locality to share and further develop effective MAG&T provision.

Date of Challenge Award reaccreditation

4th February 2022

NACE lead assessor signature



Date Challenge check-in due

(+ 18 months)

July 2023

Deadline for next reaccreditation

(+ 3 years)

4th February 2025