

Inspection of a good school: Parkview Primary School

Springwood Drive, Oakwood, Derby, Derbyshire DE21 2RQ

Inspection dates: 19 and 20 January 2022

Outcome

Parkview Primary School continues to be a good school.

What is it like to attend this school?

Pupils have a positive attitude towards school. They are enthusiastic about their learning. They work hard. They say that they are happy and safe here. Pupils behave very well. They enjoy receiving 'good to be green' stickers when matching the adults' high expectations. Pupils are then rewarded with 'green time' at the end of the week. Incidents of bullying are extremely rare. These are dealt with swiftly and fairly. Pupils show respect for each other and to adults. They are polite.

There is a good range of activities to promote pupils' talents and interests. This is particularly the case in the performing arts. Pupils perform in grand productions and sing frequently. They have the chance to learn a musical instrument. There are many after-school clubs and a gardening club, members of which take care of the school allotments. Pupils frequently raise money for local and national charities. They have raised money for the installation of a defibrillator on the school site.

Most parents and carers have positive views about the school. One typical comment was, 'The staff here always go above and beyond. Our child is in Nursery and they have made their first experience of school magical!'

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum that starts in early years. Leaders have thought carefully about what they want pupils to learn and when they want them to learn it. For example, in science, children in early years learn that plants grow from seeds. Through key stage 1, pupils learn the differences between plants, flowering plants and what plants need in order to grow. Finally, in key stage 2, pupils learn the different parts of plants and their functions.

Leaders have ensured that the teaching of phonics and early reading is a priority. Staff have received effective training. They use it well. There is, therefore, a consistent approach to the teaching of phonics that starts in early years. Pupils enjoy the challenge

of learning new letter sounds and reading new words. Year 1 pupils were thinking carefully about the sounds in, 'Fred frog knew a new newt', for example. Teachers use assessment appropriately. They quickly spot pupils who are falling behind. These pupils receive the extra help they need. Pupils' reading books are at the correct level of challenge. Older pupils who are confident readers say that they enjoy reading and that there is a good selection of challenging books for them to choose from.

Teachers have good subject knowledge. They are able to spot gaps in pupils' knowledge through effective assessments. For example, 'flashback' exercises enable pupils to revisit some previously learned mathematical knowledge. Pupils say that they find these daily reminders helpful. More formal tests help teachers to understand what pupils have remembered over time, so identifying what content needs revisiting.

The curriculum for pupils' personal development is well established. Pupils are being prepared well for the next stages of their education. They have a strong understanding of faiths and cultures that are different from their own. They are taught key skills and attributes such as resilience and cooperation. 'R' time encourages pupils to be respectful of others and to communicate effectively, including by using people's names and making eye contact when speaking with others. The curriculum teaches pupils how to stay safe online. The elected school council provides opportunities for pupils to discuss and debate.

Pupils with special educational needs and/or disabilities (SEND) receive effective support so that they can access the full curriculum. They are identified swiftly. Staff have received training in a variety of areas, including autism awareness and dyslexia. There are links with outside agencies, such as the educational psychologist.

Children in early years get off to a good start. The curriculum progresses logically from Nursery and into the Reception class. Classrooms and the outdoor area are well organised and resourced. Relationships between adults and children are warm and positive. Children are being prepared well for Year 1.

Senior leaders know the school well. They have an accurate view of its strengths and areas for development. The governing body has a good range of skills and experience. Governors make visits to the school and receive comprehensive information from the headteacher. They are, therefore, able to hold leaders fully to account for their actions. Staff say that leaders take account of their workload and their well-being.

Recently, there have been numerous changes to leadership roles and responsibilities. Many leaders are either new to leadership or new to their area of responsibility. Consequently, leaders' knowledge of these new roles and responsibilities is at an early stage.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads and staff receive effective training. They are aware of the latest statutory guidance. They know the signs to look for that may show that a pupil or

family needs extra help. The school has links with outside agencies, such as social care, the services of which leaders use when appropriate to provide pupils and their families with support. Leaders keep appropriate records. These show that action is taken swiftly when a concern has been raised. Pupils receive age-appropriate information regarding relationships and sex education and health education.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A number of staff are new to leadership or new to their area of responsibility. This means that their knowledge of their leadership area is at a very early stage. Leaders should ensure that those new to these roles and responsibilities receive the time, training and support to enable them to bring about further improvements.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in December 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	131799
Local authority	Derby
Inspection number	10211600
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair of governing body	Ian Bateman
Headteacher	Marie Jarvis
Website	www.parkview-sch.co.uk
Date of previous inspection	22 November 2016, under section 8 of the Education Act 2005

Information about this school

- The acting headteacher took up the role in January 2022. The acting deputy headteacher joined the school in January 2022.
- A number of staff are either new to subject leadership or new to their area of responsibility.
- The school federated with Redwood Primary School, Sinfin, Derby, in September 2017.
- The school does not use the services of any alternative providers.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation.

- The inspector held various meetings with the executive headteacher, acting headteacher and the leaders responsible for different curriculum subjects, phonics and early reading, early years and for pupils with SEND. A meeting was held with the chair and vice-chair of the governing body and with a representative from the local authority.

- The inspector carried out deep dives in mathematics, phonics and early reading and science. For each deep dive, the inspector looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- In order to inspect safeguarding, the inspector checked the single central record. Checks were made on staff training and staff's knowledge of the school's safeguarding procedures. The inspector scrutinised safeguarding records.
- The headteacher and acting deputy headteacher were absent during the inspection.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

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