

Parkview Primary School

Inspection report

Unique Reference Number	131799
Local Authority	Derby
Inspection number	381408
Inspection dates	11–12 October 2011
Reporting inspector	John Horwood

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Anthony Humphrey-Lewis
Headteacher	Jane Calladine
Date of previous school inspection	2 November 2006
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 10 teachers. Meetings were held with groups of staff and members of the governing body and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 134 questionnaires from parents and carers, four questionnaires from staff and 121 questionnaires from pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do the school tracking data, progress seen in lessons and national comparisons support the view that progress is good?
- What is the impact of the school's work to provide improved provision for the more able pupils?
- What opportunities do pupils have to meet with those from different backgrounds and what is the impact on their cultural development?

Information about the school

This is a slightly larger-than-average primary school. The vast majority of pupils are from White British backgrounds. Very few are from minority ethnic groups and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below that found in most schools and very few have statements of special educational needs. The proportion known to be eligible for free school meals is much lower than in most schools. The school has recently gained Healthy Schools status, the International Schools award and the National Association for Able Children in Education (NACE) Challenge award. A before- and after-school club is held within the school but this is privately managed and subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Parkview Primary provides a good education. Pupils make good progress and their attainment is above average. All groups of pupils make similar progress including those with special educational needs and/or disabilities. This is because of good teaching and a good curriculum which is well matched to the full range of pupils' needs. The school is particularly successful in extending the challenge for the more able pupils and justifiably obtained the NACE challenge award. Teachers ensure that they make good use of their knowledge of pupils' abilities to set them appropriate work. However, pupils report through their questionnaires that, although they get good help from adults, they do not all know how well they are doing. This is confirmed in their books where work is always marked with helpful comments, but not always linked to well-defined targets which clearly identify the next steps in their learning.

The pastoral care is strong and the provision for the few pupils with physical disabilities is outstanding. To support these pupils and to ensure the academic provision and the well-being of all pupils, the school has developed outstanding partnerships with external agencies who provide the support that the school alone could not provide. As one parent or carer wrote, 'Parkview educates the whole child not just academically.' Relationships are excellent in the school and because pupils are happy and feel safe their attendance is high. Staff lead by example in promoting strong moral and caring attitudes and this supports the pupils' outstanding spiritual, moral, social and cultural development. The spiritual element of this is enhanced by visitors leading assemblies and a focus on art and music, whilst the cultural element is developed through the curriculum and partnerships with other schools and organisations.

Behaviour in lessons and around the school is good. Pupils agree that the vast majority of pupils behave well. However, a small minority of parents and carers think that when it occurs poor behaviour is not well dealt with. Inspectors found no evidence to substantiate this. There are a very small number of pupils who occasionally find self control difficult but the adults respond well and handle the behaviour appropriately. The written comments from parents and carers suggest that the issue is about how the school communicates with parents and carers about behaviour management after concerns have been expressed to the school. However, the school sometimes has to take action which is sensitive and confidential.

The school has made good progress on the issues for improvement identified at the

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last inspection. The provision to support the gifted and talented pupils is now recognised by the local authorities and the school is supporting other schools in both Derby City and Derbyshire to develop their provision. The systems to monitor pupils' progress are greatly improved, ensuring early intervention if pupils are not making the progress they should. The strengths identified in the previous inspection have been maintained with significant improvements in assessment, working with external agencies and developing pupils' personal skills. The school's self evaluation demonstrates they know the strengths and areas that still need developing within the school. The school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Review the target setting process so that teachers consistently inform pupils of how well they are doing and of the next steps in their learning.
- Improve communications with parents and carers by:
 - ensuring that they are better informed about procedures to manage behaviour and their effectiveness
 - developing a system to provide sufficient information to parents and carers in response to their concerns in a manner that is sensitive to the pupils concerned.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment on entry to Year 1 is at the expected levels for their ages. The cohort who left school in 2011 had a disrupted period in Year 3 where their progress was inadequate. However, action taken by the school ensured they made satisfactory progress in Year 4 and then good progress in their final two years. For this year group the attainment was broadly average. Attainment over a sustained period is above average and during the past two years all pupils have made good progress. Current progress is also good. Pupils really enjoy their time at school and this is reflected in their attendance. Lessons are stimulating and pupils are well behaved. In a Year 4 English lesson pupils were captivated by having to produce a newspaper article about the Vikings because it involved Vikings invading Parkview school. The learning was made even more effective by pupils having the opportunity to 'correct' a piece of work written by the teacher to test their assessment skills. In a Year 1 mathematics lesson about measurement and weights the teacher made good use of stimulating artefacts and had an enthusiastic approach to make the lesson enjoyable and effective. The wide variety of activities were well matched to pupils' abilities. In all lessons there are excellent relationships and pupils join in discussions confidently. The pupils who need extra help, including those with special educational needs and/or disabilities, are well supported by teaching assistants, who work with them very closely during all parts of the lessons to make sure they understand the activities.

Pupils say they feel safe in school. They are proud of their school and willingly take on tasks such as being a member of the school council, being leaders of 'wake and

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shake’, carrying out office duties and being fruit and vegetable monitors. They make a good contribution to the local community including working with residents to improve Chaddesden Woods. Pupils understand about adopting a healthy lifestyle and eat fruit and drink water during the day. They also join in and enjoy the sporting activities available including the ‘wake and shake’ sessions. The provision the school makes for healthy lifestyles is reflected by the awards of Healthy Schools status. The outstanding spiritual, moral, social and cultural development is supported by the many opportunities pupils have to meet pupils from different backgrounds and faiths through partnerships with other schools and visits to a variety of places of worship.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have good subject knowledge, are enthusiastic and use stimulating resources such as life-size models of excavated Viking remains and artefacts. Good teamwork with the teaching assistants makes a significant contribution to pupils’ learning. Teachers are aware of pupils’ abilities and plan the lessons well to meet their needs. This includes those who find work harder as well as those who are the most able. All are set appropriate tasks and challenges. Teachers generally include discussions and activities which enable them to assess pupils’ progress as well as involving pupils in assessing their own work. Teachers make good use of information and communication technology to support teaching and learning, but they do not always involve pupils effectively in using the interactive whiteboards during the lessons.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The curriculum includes a good range of topics which often start with an initial visit or a visitor to stimulate interest. In the lower part of the school there is a two year programme of topics so that teachers can plan and share resources. There are good links between subjects to support pupils’ learning. Both staff and pupils are consulted about the curriculum content. The school has only limited cultural and faith diversity and so the curriculum is enhanced to compensate for this. There are many visitors from different faiths and backgrounds as well as visits to the Derby ‘open centre’ and to the cathedral and mosques. Pupils are also preparing an Asian dance to perform in a cultural festival in the city. The range of extra-curricular activities is good and well supported. The residential visits to an activity centre and to museums such as the Black Country Museum are greatly enjoyed by pupils.

The welfare of pupils is given a high priority. Adults in the school are considerate and kind when dealing with the pupils. Pupils know that they can talk to adults if they have a problem and are confident to do so. There are excellent partnerships with external agencies to ensure additional support for pupils’ academic and social needs including support for those pupils whose circumstances may make them vulnerable. There are outstanding links with the secondary schools and the pre-school to support pupils with the transition. The procedure for promoting improved behaviour is robust and effective although the effectiveness is not shared with parents and carers. Procedures to promote continuing high attendance are securely in place. The academic support and guidance are less successful because pupils say they do not always know if they are doing as well as they should be.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her leadership team provide good leadership. Systems are fully in place to secure improvement and achieve their ambitions. The school development plan is sharply focused on raising attainment whilst developing the personal skills of the pupils. Governance is good and statutory requirements are met. Members of the governing body have a good range of skills. Some are experienced whilst others are recently appointed. They know where the school is and what needs to be done to improve the school. They have all the required committees and nominated governors in place. They provide good support and challenge to the school.

The effectiveness with which the school promotes equal opportunities is good. Pupils say they are treated fairly within the school and they are all equally involved. There

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is no evidence of any discrimination. The pupil tracking system is used well to identify any pupil or groups who are not performing as well as others and support is put in place to help them. Teachers ensure that within lessons all pupils are equally involved. All pupils have similar opportunities for participating in school activities. Safeguarding arrangements are good and contribute to the good care provided by the school. Records of the suitability of staff to work in the school are all up to date, as are risk assessments. Child protection procedures are good and all staff are appropriately trained. Policies are good with clear guidelines for staff.

The senior leaders know their community well and their action plan to promote community cohesion is monitored well through the school development plan. There are many strengths already developed. The school and the local community are very cohesive with the school being an integral part of the community. There are excellent links with the local churches and the secondary schools. The school has developed partnerships with several schools in the near and global communities. They have been awarded International School status in recognition of the links they have established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the 52 place Nursery with skills above those expected for their age but with language development relatively weak. Children in Nursery make good progress but not all move into the 30 place Reception class and others join Reception from different providers. Attainment of the cohort in Reception at the start of the year is generally close to expected levels for their age but still weaker in language development. They make good progress in Reception and most are at, and some above, the expected levels when they leave. Parents and carers make many positive

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comments about the provision such as ‘I can’t praise the staff enough, my child can’t wait to go every day.’ Children are happy, settled and learning routines well. Their social skills are developing well particularly in Reception where they play together, share resources and help each other well.

All the staff in the Early Years Foundation Stage work well as a team and the Nursery and Reception teachers swap classes for story time so that children know all the adults. Teaching assistants are valued for their contribution and they provide good support to children’s learning. Children have good opportunities for ‘free-flow’ activities which enable the Nursery and Reception children to mix. Children benefit from good teaching in a well-resourced environment. There is an emphasis on language development to extend children’s vocabulary. Activities are well planned to link closely to the Early Learning Goals. Progress is monitored well through a range of procedures including observation, ‘post its’ and adult-led activity assessment sheets.

The outdoor space is well resourced and well used. Activities link well to all areas of the curriculum but links to writing are less well developed. Access is limited in wet weather for health and safety reasons. Each child has a learning journal which is informative and identifies the next steps for learning. Procedures are all in place to ensure children are safe and secure. Parents and carers are able to talk to the staff when they bring their children into school and are kept well informed. The leadership and management are good. The leader meets regularly with other Early Years Foundation Stage leaders and is knowledgeable and enthusiastic.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are happy with their child’s experience at school. The concerns around behaviour are discussed in the report. Many parents and carers wrote positive comments about the school such as ‘I am pleased with the school, the teachers are wonderful and my children love the school’ and ‘Parkview is a very good school with enthusiastic teachers and a range of learning opportunities for the children.’ A very small minority of parents and carers felt that their suggestions are not listened to and expressed doubt about the effectiveness of leadership and management. It may be that these views are connected with the issue regarding how behaviour management is reported to parents. However, inspectors judged leadership and management to be good and found that the school

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takes parents' and carers' views into account when making decisions; for example, the school is currently awaiting completion to refinements to the site security gate in response to concerns from some parents and carers. Most of the negative written comments were about behaviour although a few parents and carers had individual concerns which were all considered as part of the inspection process, while preserving anonymity.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkview Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	75	30	22	3	2	1	1
The school keeps my child safe	79	59	44	33	5	4	2	1
The school informs me about my child’s progress	53	40	69	51	5	4	2	1
My child is making enough progress at this school	61	46	63	47	3	2	1	1
The teaching is good at this school	74	55	52	39	0	0	1	1
The school helps me to support my child’s learning	73	54	55	41	0	0	1	1
The school helps my child to have a healthy lifestyle	66	49	64	48	2	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	53	40	70	52	1	1	0	0
The school meets my child’s particular needs	65	49	59	44	5	4	0	0
The school deals effectively with unacceptable behaviour	34	25	62	46	18	13	14	10
The school takes account of my suggestions and concerns	38	28	71	53	13	10	6	4
The school is led and managed effectively	39	29	68	51	11	8	7	5
Overall, I am happy with my child’s experience at this school	76	57	45	34	5	4	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 October 2011

Dear Pupils

Inspection of Parkview Primary School, Derby, DE21 2RQ

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you a good education.

Here are some of the things your school does well.

- You attend school regularly.
- The development of your spiritual, moral, social and cultural understanding is outstanding.
- There are excellent partnerships with other organisations that help support your education and well-being.
- We know that you feel safe in the school, where behaviour is good.
- You all make good progress as a result of good teaching.
- There are excellent relationships throughout the school.
- Adults look after you very well and there are good procedures to keep you safe.

We have asked the school to do the following things to make it even better.

- Review the target setting process so that all teachers tell you how well you are doing and what you need to do to get to the next step in your learning.
- Ensure that parents and carers are given better information about how the school manages poor behaviour and how well it succeeds.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

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