

Park View Primary School

Inspection report

Unique Reference Number	105307
Local Authority	Bury
Inspection number	355751
Inspection dates	10–11 November 2010
Reporting inspector	Mark Williams HMI

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	450
Appropriate authority	The governing body
Chair	Mr Simon Dennis
Headteacher	Mrs K Yarnall
Date of previous school inspection	29 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. During the inspection 29 lessons were observed taught by 16 teachers and one teaching assistant. Inspectors held meetings with groups of staff, pupils and two governors. Inspectors also spoke with a few parents and carers as they brought their children to school. Inspectors observed the school's work, and looked at a range of documentation including that related to the safeguarding of pupils, pupils' achievement, and leaders' evaluation of the school's work. They also took into account the inspection questionnaires returned which totalled 121 for parents and carers, 82 for pupils in Key Stage 2, and 13 for staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the school's procedures for safeguarding meet statutory requirements and that, as a result, care, guidance and support has improved and the governing body now fulfils its duties.
- Whether teaching and the curriculum now reflect the refinements required by the last inspection, meet the needs of all pupils across the school and are leading to improved achievement.
- The quality and rigour of the ways in which leaders monitor and evaluate the school's work and identify strengths and weaknesses in performance.
- Whether strengths identified at the previous inspection in the learning and progress of pupils with special educational needs and/or disabilities and in the Early Years Foundation Stage have been maintained and built on.

Information about the school

The school is larger-than-average for a primary school. Over recent years the context of the school has been changing. Around 72% of pupils are of White British heritage with the proportion of pupils from minority ethnic groups just above the national average. The proportion of pupils, who it is believed speak English as an additional language, while below average, has risen. The proportion of pupils known to be eligible for free school meals rose from nearly 10% in 2008 to nearly 18% in 2010. The percentage of pupils with special educational needs and/or disabilities has decreased steadily and is below average. The school holds a number of awards including Healthy Schools Status and Activemark.

When the school was inspected in October 2009 it was given a notice to improve. Her Majesty's Inspectors visited the school in February 2010 to check on its progress.

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?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The requirements for safeguarding are in place and the governors meet their statutory duties. Leaders have demonstrated the school's satisfactory capacity for sustained improvement in their successful identification of the strengths and weaknesses in the school. The plans they have in place to secure further improvement are appropriate although the checking of these plans and of work undertaken lacks rigour. Nonetheless, the school provides a good start for children in the Early Years Foundation Stage and a satisfactory education for its pupils in Years 1 to 6. Its overall effectiveness is satisfactory.

Throughout the inspection pupils were polite and behaved well; indeed some excellent examples of conduct were observed. Importantly, they report they are safe. Children get off to a good start in the Early Years Foundation Stage. They learn and develop well throughout their time in Nursery and Reception. The school provides good quality care, guidance and support. It is welcoming and inclusive. Partnerships with a range of agencies are used well to promote pupils' overall good personal development. A good improvement since the last inspection has been the promotion of community cohesion; the school, for example, is linked to another school in a rural setting.

Teaching and the curriculum are both satisfactory, although good and outstanding teaching exists. Leaders agree this best practice needs to be shared more widely throughout the school, for example, by enhancing the role of key-stage and subject leaders so that they are more systematically involved in whole school self-evaluation. Steps have been taken to ensure the needs of all pupils are met, for example, by beginning to plan learning and activities for three different ability groups in literacy and numeracy. These are still in a developmental stage and are not consistently followed by staff. For example, while the best planning and teaching does this, 'challenge' work, which should extend the more-able, becomes an activity for those who finish their work early, regardless of their ability. Good support is given in literacy and numeracy to pupils with special educational needs and/or disabilities and through dedicated sessions for pupils who are otherwise struggling. However, as is also the case with average-ability and the more-able pupils, there are insufficient opportunities for skills and abilities gained in these subjects to be put into practice in other areas of the curriculum. These are the key reasons why pupils' achievement is satisfactory and the standards they attain are average rather than higher.

The majority of parents and carers are positive about the school and its work. The school engages satisfactorily with them. Leaders agree they need to communicate better its work and strategies to manage behaviour and, indeed, its successes.

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What does the school need to do to improve further?

- Leaders and governors should.
- Improve rates of pupils' achievement so that it is consistently good and standards attained in English and mathematics rise to above average levels by ensuring that:
 - the quality of teaching is at least good throughout the school so that all lessons are sufficiently challenging
 - the curriculum, particularly in the foundation subjects, meets the needs of all pupils, especially the more able, and provides them with opportunities to extend their literacy and numeracy skills.
- Strengthen further the school's capacity for sustained improvement by:
 - leaders checking more rigorously the progress of the appropriate actions they have implemented to improve provision and outcomes for pupils
 - enhancing the role of key stage and subject leaders to systematically involve them more in whole-school self-evaluation, through the checking of teaching and learning in their subjects for example
 - highlighting where in the school teaching is outstanding and sharing this practice more widely.
- Strengthen the school's engagement with parents and carers by more effectively communicating with them its strategies to improve behaviour and report the successes it has achieved.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

From broadly average starting points on entry to Year 1, pupils make satisfactory progress throughout the school to attain, by the time they leave, standards in English and mathematics that are broadly average. These standards are not high enough because the progress they make is uneven. In some age groups, in Year 6 for example, it is consistently good. Here teachers make clear to different groups of pupils what it is they are to learn and ensure that they have opportunities to put the skills they are developing in literacy and numeracy into practice in other areas of the curriculum. Pupils, for example, in geography work focused on St Lucia, developed further their writing skills through postcard messages. This level of planning and the resulting application of skills are not consistent features throughout the school. On occasions there is too much colouring and drawing and opportunities for interesting writing opportunities and collaborative work are missed. Pupils with special educational needs and/or disabilities, and those who find work more difficult, make generally good progress in the sessions dedicated to literacy and numeracy. Their overall progress, however, is satisfactory as, along with other pupils in the school, they do not always have the opportunity to put into practice these developing skills and abilities.

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The majority of the pupils' personal development outcomes are good. Pupils enjoy school and this is reflected in their above average attendance. They appreciate the opportunities they have to take responsibility, for example, older pupils acting as peer mentors and membership of the school council, and carry out their duties diligently. They show a good awareness of cultures other than their own and this contributes well to the warm, welcoming and inclusive ethos of this school. Pupils, for example, have led assemblies to familiarise each other with the different cultures which exist in the school. They make increasingly healthy choices and articulate well the steps to take towards a healthy and safe lifestyle. Less well developed, but satisfactory nonetheless, is their development of skills that will contribute to their future economic well-being. This is because the opportunities they have to put their literacy and numeracy, and sometimes their information and communication technology skills into practice are inconsistent.

Throughout the inspection pupils behaved well; they were polite, helpful and courteous. In some lessons their behaviour was outstanding. Most parents and carers and pupils agree also that behaviour is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The quality of teaching, the use of assessment to support learning and the curriculum are all satisfactory. Some lessons rely too much on teacher talk and pupils engaging in tasks which lack challenge, colouring in worksheets for example. Often, in these lessons, the

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teacher's planning has not made clear what the different groups of pupils are to learn. In contrast the best lessons are exciting and stimulate the pupils' interest well. In the outstanding lessons seen the teachers recognised that even in the top sets of the most-able children there existed different levels of skill and ability. They planned for these very well to ensure pupils were engaged, learning and challenged in lessons that proceeded at a brisk pace. Clear explanations to what pupils were to learn, coupled with high quality questioning and prompting to check their understanding, enabled them to work collaboratively and independently to successfully use a variety of strategies to solve problems. In addition, the teaching assistants were deployed well to support the pupils in enhancing their learning. These highly positive features are not, however, consistently present throughout the school.

The curriculum, too, is satisfactory. While enrichment activities such as health week and the range of extra-curricular activities and educational visits are enjoyed and promote pupils' personal development well, aspects of the day-to-day curriculum are more mundane. This means that the foundation subject curriculum, such as history and geography, is at best geared to the middle ground rather than challenging and supporting all pupils. There are, though, exciting elements in the everyday curriculum. In Year 1, for example, the creation of space scenes in the classrooms captured pupils' imagination well.

A strength of provision, and indeed the school, is the good quality care, guidance and support provided. Attendance is checked closely and this has led to it being consistently above average. Pupils are supported well when they begin their school career, as they move through it and then go on into high school. In addition, work to promote positive behaviour in the classroom has been successful. A range of partnerships with external agencies have been established which, for example, support vulnerable pupils well. These good features are key contributors to the promotion of pupils' good personal development.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Following the outcome of the previous inspection, senior leaders and governors moved quickly and well to improve the arrangements for safeguarding pupils. The arrangements meet requirements and are satisfactory overall. In the other areas identified in the previous inspection progress has been slower but satisfactory. Senior leaders, in regard to the quality of teaching, the use of assessment and the curriculum, recognised the need for improvement in order to raise levels of pupils' achievement. They put into place appropriate measures, for example, demanding that plans make clear what pupils of differing abilities are to learn as well as what they are to do. In addition better information

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about where pupils are in their learning has been presented to all teachers. These measures, however, are still at a developmental stage and are not consistently applied by teachers: some putting them into place very effectively, others less so. Senior leaders' checking of progress and consistency in these areas has lacked rigour. This is a factor in pupils' uneven progress across the school and demonstrates why the promotion of equality of opportunity is satisfactory and not good as the school evaluates. Overall, leaders are demonstrating they have satisfactory capacity to sustain improvement. They recognise that the involvement of key stage and subject leaders in whole school self-evaluation would strengthen this capacity further.

The school's engagement with parents and carers is satisfactory. While parents and carers are mostly supportive of the school, it is clear from the questionnaires and written comments received that not all are convinced about aspects of its work, the management of behaviour particularly. The governing body has improved and it provides satisfactory leadership. Members of the governing body are gaining confidence in holding leaders to account for the school's work. The school has been successful in maintaining effective partnerships with external agencies and in promoting community cohesion, the latter being an improvement since the previous inspection. The success of the school's work in this area is evident in pupils' good cultural awareness and in the establishing of a link with a rural school.

These are the grades for leadership and management

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

Early Years Foundation Stage

The overall quality of the Early Years Foundation Stage is good. Children, entering the Nursery with skills and abilities which are wide ranging but generally below those typical for their age, make good progress in their learning and development. Good leadership ensures the provision in both indoor and outdoor learning meets the needs and interests

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of the children well. Regular checks are made on their progress, and relations with parents and carers are positive. During the inspection children in both the Nursery and Reception classes were engaged purposefully in a variety of activities ranging from learning how their bodies change after exercise, sweeping up the fallen leaves with long-handled brushes, and learning their numbers while playing hopscotch. Effective teaching ensures a good balance between child and adult initiated activity and, quite clearly, the children enjoy their learning. They are prepared well for Year 1 and leave the Reception classes with skills and abilities broadly typical for their age.

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

Most parents and carers who returned a questionnaire are positive about the work of the school. A good number of supportive comments were made, particularly praising the school for its welcoming and inclusive ethos. Inspectors endorse these views.

A small number of parents and carers expressed unhappiness at the school's management of behaviour. Inspectors observed overall good and sometimes outstanding behaviour during the inspection and recognise the school has had some success in this area. It is apparent to inspectors, though, that senior leaders have not always communicated clearly enough to parents and carers its strategies for dealing with behaviour on the occasions it is less than good. This report has recommended action in this area. Other areas of concern raised by a small number of parents and carers were around teaching, particularly levels of challenge and the needs of children being met. Inspectors agree and this report has recommended action to secure improvement

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park View 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	57	50	41	0	0	1	1
The school keeps my child safe	58	48	59	49	3	2	1	1
My school informs me about my child's progress	42	35	60	50	17	14	1	1
My child is making enough progress at this school	42	35	63	52	12	10	1	1
The teaching is good at this school	40	33	67	55	10	8	1	1
The school helps me to support my child's learning	52	43	53	44	11	9	2	2
The school helps my child to have a healthy lifestyle	57	47	58	48	4	3	0	0
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)	42	35	60	50	7	6	0	0
The school meets my child's particular needs	41	34	68	56	8	7	1	1
The school deals effectively with unacceptable behaviour	35	29	66	55	12	10	4	3
The school takes account of my suggestions and concerns	40	33	66	55	12	10	1	1
The school is led and managed effectively	40	33	64	53	7	6	7	6
Overall, I am happy with my child's experience at this school	45	37	70	58	6	5	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



12 November 2010

Dear Pupils

Inspection of Park View Primary School, Prestwich, Bury M25 1FA

I am writing to you to thank you for all the help you gave to the inspection team when we visited your school recently. You will be very pleased to know that we have decided your school no longer requires a notice to improve. This is because the steps the school has taken to keep you safe have improved; indeed most of you told us how safe you feel.

Your school provides you with a satisfactory education. We know you will want to help the adults in making it even better than this. To help improve the progress you make and ensure you reach above average standards in English and mathematics, we have asked that the quality of teaching is improved so that it is good throughout the school. Some of the teaching is outstanding. We want this to be shared throughout the school. We also have asked that when teachers plan the curriculum, particularly in subjects such as history, geography and religious education, they ensure it meets the needs of all of you. This is because sometimes the work you are given is not always challenging enough. We know that your school leaders and governors have worked hard to improve the school over the last year. To help improve it further we have asked that your leaders more rigorously check what is going on in school and that staff who are key stage and subject leaders help them in this. Also, we have asked that your leaders help your parents and carers understand better what the school is trying to do, with behaviour for example.

You will not be surprised to learn we found a number of good features in your school. Within these features you come top of the list. We were impressed by your behaviour during the inspection; indeed we saw some excellent examples. We could see that you enjoy school and attend well. You enjoy taking responsibility, be it taking the register to the secretary through to serving on the school council. You are polite and courteous and have a good understanding of different cultures. Other good features of the school include: the good start children make in the Nursery and Reception classes; the way the adults care, guide and support you; the way the school gets people from outside to help; and its promotion of community cohesion. We were pleased to see that the link with the rural school has now been established.

On behalf of the inspection team, I wish you every success for the future. Oh, and by-the-way, I hope the pupils in Year 1 do not bump into too many scary creatures on their journey into space!

Yours sincerely

Mr Mark Williams

Her Majesty's Inspector

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