

Park View School

Years 7 & 8: Lombard Drive, North Lodge, Chester-le-Street, County Durham, DH3 4BB.

Years 9, 10, 11 & Sixth Form: Church Chare, Chester-le-Street, County Durham, DH3 3QA.

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Key findings for parents and pupils

This is a good school.

- Park View has high ambitions for its students. Students develop good basic skills in reading, writing and number. In the main school, achievement is good. GCSE results are well above the national average.
- The headteacher, senior staff and governors are keen to do even better. They have the right tools to realise their high expectations.
- Training and development of teachers is very good. It is having a positive effect on the large amount of good teaching and growing amount of outstanding teaching, and therefore, how well young people learn and progress.
- Leaders and managers know students well and have established an open and honest culture where improvement can thrive, while at the same time holding staff to account.
- Students are a real asset to the academy. In lessons they listen to each other, work extremely well in groups, and support their own and each other's learning. Behaviour is calm, helpful and courteous out of lessons.
- In 2012, results in the sixth form improved. Students following applied vocational courses did particularly well. Teaching in all sixth form lessons seen was good or outstanding, giving a firm foundation for students to do better.
- Governors are well informed about the school and quality of teaching. Since the school became an academy, they have a better oversight of key areas. The pupil premium grant is used well.

It is not yet an outstanding school because

- The sixth form requires improvement because A and AS level standards are not yet above average.
- In the main school, a few lessons do not involve all students, so some quietly switch off and do not make the progress they could.

Information about this inspection

- Inspectors observed 44 lessons taught by 44 teachers. This included observations carried out with four of the senior leaders.
- Meetings were held with members of the governing body, senior staff, and groups of students in all years. Inspectors talked with students and considered their work with them.
- Inspectors took account of 54 responses to the on-line questionnaire (Parent View) during the inspection and of 44 voluntary responses to a staff questionnaire.
- Inspectors talked with an external person who had evaluated the academy and with the head of the alternative provision.
- The inspection team observed the academy at work on both sites and considered a range of documents provided. This included: information on students' achievements and targets; minutes of the governing body meetings and reports to them; records on attendance, behaviour and safety and student case studies; the school's self-evaluation of its work and details of monitoring of teaching and professional development; independent reviews by external professionals and information on the setting of targets for teachers.

Inspection team

Barbara Comiskey	Her Majesty's Inspector
Paul Hancock	Her Majesty's Inspector
David Griffiths	Additional inspector
Anne Smedley	Additional inspector
Mark Patton	Additional inspector
Christine Kennedy	Additional inspector

Full report

Information about this school

- Park View School is a larger than average sized secondary school with a large sixth form.
- The academy operates on two sites, two miles apart.
- Park View converted to become an academy in September 2011. When the previous school, (called Park View Community School) was last inspected, it was found to be good.
- About one in six students is known to be eligible for funding through the pupil premium, compared to about one in every four nationally. The pupil premium is a government grant to support learning for students entitled to free school meals, those looked after by the local authority and those from service families.
- There are fewer minority ethnic students than is typical nationally.
- The academy has a stable pupil population, with not many leaving or joining mid-year.
- The proportion of students with a statement of special educational needs or needing extra support in other ways is lower than found nationally.
- Recent GCSE examination results were above the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A small amount of alternative provision is used at The Green School, Lanchester.

What does the school need to do to improve further?

- Improve the progress students make in the sixth form by expanding the choice of courses offered to suit a wider range of needs and interests.
- Improve teaching, so that more lessons are up to the standard of the best in the school by:
 - making sure that all students take an active part and so learn more rapidly
 - giving all students opportunities to speak for different purposes so they can present themselves with confidence
 - making sure that all teachers give the high quality feedback seen in outstanding lessons, so that students can follow up points for improvement.

Inspection judgements

The achievement of pupils is good

- When students join Park View in Year 7, their attainment overall is above national expectations. The school develops their skills in reading, writing and mathematics well, helping students to make good progress across a range of subjects in all years.
- At GCSE, students gained well above average results in the academy's first year. Results are above average for both boys and girls. A strong point is that there are no major subject areas trailing behind, so students can achieve well across a broad range of subjects. More students than average get the highest grades of A* and A at GCSE.
- In the sixth form, examination success and progress improved in 2012 to around the national average. The open-entry policy, where students with a range of previous examination success are welcomed into the sixth form, is strongly supported by the governing body. Applied courses with a practical focus proved successful. Inspectors saw students making rapid progress in these sessions during the inspection. The number of students staying on to complete two years in the sixth form also went up in the last year to national average.
- In the main school, students, including those who are disabled, have special educational needs and/or low attainment, make good progress across year groups. This is partly because the academy has improved assessment of young people with special educational needs. In particular, behaviour needs are dealt with more quickly and effectively.
- For students known to be entitled to free school meals, average point scores (how schools compare examinations) used to be well below the scores of others. The academy is narrowing the gap by good use of the pupil premium funding, based on thoughtful assessment of students' needs. In 2012, scores of those for whom the funding is intended went up substantially. Examples of how the academy has used this funding very well include careers advice and mentoring so young people set their sights higher, and extra tuition in mathematics or English.
- The academy has evaluated how early entry to GCSE examinations was used in the past. A smaller number of students is now entered early, on a well-chosen basis. Early entry is not used for high achievers because teachers found this limited students' aspirations.
- For a small number of students, alternative (off site) provision at a local centre is used. Progress is monitored regularly and is appropriate. Students follow a range of GCSE and other courses that best fit their talents, such as specialist courses in construction or art.
- Very few students who have been to Park View are not in education, training or employment when they leave, despite rising unemployment in the local area.
- The vast majority of parents who responded to the inspection questionnaire said their children make good progress and are happy at school. The academy has imaginative and practical ways to communicate. Parents responding to this and other surveys commissioned by the academy say they get helpful information about how well their children are doing.

The quality of teaching is good

- Inspectors saw a lot of teaching and learning that was good, some that was outstanding and none that was inadequate. The best sessions were lively and engaging with plenty of opportunities for students to take part. Teachers encouraged students to explain, use evidence and justify views, so taking learning to higher levels. In an outstanding science session on momentum, students were asked to explain a complex process for a non-expert.
- The time and persistence that senior leaders have invested in careful monitoring, support and professional development is a key reason why teaching is consistently good. There are no trailing departments or subjects. There is more outstanding teaching than in the past.
- Strengths of teaching include questioning to check, reinforce and extend understanding. Teachers have good knowledge of their subjects and set appropriate homework. Nearly all plan well, including work for disabled students and those with special educational needs. They set tasks that stretch able students and develop skills of learning independently. For example, in

an outstanding design class using acrylic sheets, students were keen to show the precise skills they had gained. The teacher set different work to challenge each student.

- Students are especially skilled at working with others to move learning forward, in different types of groups, presentations, and role plays. They respond enthusiastically to timed tasks. They are able to stay on task to completion and report back in the respectful atmosphere that teachers create. There are very positive working relationships between staff, including support staff, and students that contributes to good progress.
- Teachers' marking and oral feedback in class are good. The best feedback is specific about what is done well and next steps to improve. Teachers expect students to follow up on these improvements and check that it is happening. Students who talked to inspectors about their work were quick to find examples of good progress resulting from helpful feedback. In the few instances where marking is not done well, leaders are taking action.
- On a few occasions, teachers spent too much time talking. Students were not given enough chance to take part. They did learn but not at the rapid pace needed to raise standards as leaders wish. The same work was set for everyone and was too hard for some and too easy for others.
- Most students take pride in their work. They can use reading, writing and mathematics in different subjects. In a sixth form health and social care class, students acted out first aid scenes, adapting their language to become convincing doctors, nurses, and headteachers. Students made these gains because of the teacher's imaginative delivery, exemplary planning and development of spoken learning over time. In a few classes, students were not asked to speak for different purposes, and so lacked confidence in presenting themselves in more formal situations such as presentations and interviews.

The behaviour and safety of pupils are outstanding

- Students' behaviour is excellent. Around the school, at break and lunch times they show high levels of self-discipline. Snow fell throughout the inspection but students behaved impeccably. They helped visitors round the school with consideration and openness.
- The high levels of consideration that students show have a positive effect on their learning. It is typical for students to feed back on others' work (peer assessment) in a constructive and sensitive way, take comments on their own work and do better as a result. Students listen to each other and generally respect their peers. They are punctual to lessons and come ready to learn, keen to do well and apply themselves to tasks with diligence to complete them. These are key factors in their progress and achievement.
- Examples of outstanding behaviour in lessons were seen across subjects. Students tackled demanding tasks enthusiastically in English. They made excellent suggestions for improving each others' work in physical education. In a sixth form mathematics lesson, students did not give up on some very hard problems, using resources imaginatively to solve them.
- Students say that bullying is rare, tackled effectively, and prevented from happening again. For example, younger students use a mentoring scheme if they are worried about bullying. Mentor students act as advocates to reassure or, with staff, stop bullying. Students say that racist comments are rare, confirmed by the school's records and logs. Disabled students and those with special educational needs say they feel part of the school. Most older students have an understanding of homophobic bullying and could talk about training to combat it received in school.
- Students are very aware of the dangers of cyber-bullying and how to stay safe on the internet. They said they feel safe in school, a view reflected in questionnaire responses from staff and parents.
- Attendance is above average. It has improved since the school became an academy. Previously, there was too much absence for some small groups, including several Gypsy Roma students and for some students known to be eligible for free school meals. The governing body targeted resources on support for good attendance and also on catching up with key work.

Attendance of these groups has improved as a result.

- It is rare for the academy to exclude a student permanently but last year, short-term exclusions were higher than in similar schools nationally. Here too, senior staff and governors have seen the problem and acted on it. This term so far, there are fewer exclusions and also better steps so students do not miss work.
- The clear message from staff answering the questionnaire is that behaviour is exceptional. This includes non-teaching staff. Parents in their survey feel the same, as did students in talking with them. External evaluations and surveys support this picture.

The leadership and management are good

- The headteacher, senior staff and governors have a very clear focus on doing everything they can to ensure each student succeeds at Park View. The academy does well but they are not satisfied with that. Their high ambitions are realistic because the strategies in place for outstanding achievement are starting to pay dividends in better progress for learners.
- The senior team have an accurate view of the academy's work and of teaching. There are comprehensive systems in place to improve teaching skills. Because of this, individual staff needs are identified and acted on, such as by sharing best practice, coaching and mentoring, higher education links and in-school courses. An example is in design and technology, where results have improved to well above average. Students, including those with special educational needs, had no hesitation saying they enjoyed design and were able to do well.
- The headteacher and governors take performance management very seriously and use it to raise standards, such as recently in mathematics. Well-documented examples show high performing teachers being rewarded and lower performing teachers being turned down for higher pay. Teachers with responsibility are held to account for students' achievements. They check on progress in learning and observe teaching regularly to good effect, such as by suggesting new ways to support vulnerable students. They monitor behaviour and attendance well, including for students following courses off-site, resulting in recent improvements to both.
- Senior leaders and governors keep support, care and challenge in good balance to create a positive workplace where people can do their best. The academy attracts young and newly qualified teachers and is well able to support them. Responses to the staff survey were overwhelmingly positive about leaders and support to improve. Leaders also balance well school needs with many calls on time to support others in informal partnerships and maintaining national links such as with National College for School Leadership.
- The range of subjects taught and out-of-school activities is rich and varied. The academy aims to give every student the chance to excel, from e-links with major European countries for talented linguists to a school garden because some students want to tend one.
- Students' spiritual, moral, social and cultural development is strong. Walls and corridors on both sites are full of displays that students can engage with and that prompt them to think beyond their own lives, such as about effects of warfare and social divisions in the world. Role play used in classrooms widens students' social and moral development. The school supports many charities and continues to gain a range of awards including sport, information and communication technology and new ways of learning.
- Systems for care and protection of students are a high priority and meet legal requirements. Staff and visitors are vetted to work with children. Staff are trained in child protection and governors in safe recruitment. There is careful attention to site safety and governors have put in place new limits on adult access to the sixth form block. The nature of the school building means there are few spaces where students can relax and socialise.
- Governors, parents, staff and students are very proud and supportive of their school.
- **The governance of the school:**
 - The governing body cares deeply about the school and is keen for achievement to be outstanding. Since becoming an academy, governors have deepened their knowledge and understanding of teaching and learning and taken on effective individual oversight of all key areas. Governors give impressive accounts of strong challenge to leaders, such as when

examination results in mathematics were not up to target, and on use of the pupil premium funding. Governors are well informed and have robust practices on pay progression related to quality teaching. They make good decisions about how money is spent. For example, the improvement plan is carefully costed and any new investment is well-targeted to good effect, for example, leading to higher attendance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136971
Local authority	Not applicable
Inspection number	403685

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

Type of school	Academy converter
School category	Non maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1385
Of which, number on roll in sixth form	278
Appropriate authority	The governing body
Chair	Dr William Dennison
Headteacher	Mr Iain Veitch
Date of previous school inspection	Not previously inspected
Telephone number	0191 388 2248
Fax number	0191 387 1720
Email address	parkview@durhamlearning.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

