

# Park View Primary School

Twig Lane, Huyton, Liverpool, L36 5XY

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress rates in reading, writing and mathematics are uneven across the key stages.
- The overall quality of teaching is not yet consistently good and a small amount is inadequate.
- Teachers' checks on how well pupils are doing are not always accurate. As a result, expectations in lessons are not always high enough and work, particularly for the more-able, is sometimes too easy.
- Marking does not always show how work can be improved and not enough time is given for pupils to act on teachers' advice.
- Teaching and progress require improvement in the Early Years Foundation Stage. Activities and resources are not always closely matched to children's needs, particularly in the Nursery class, and it is not always clear to adults what children are expected to learn. This means opportunities to develop children's speaking and listening skills are missed.
- The skills of subject leaders, and the Early Years Foundation Stage leader, to check the quality of teaching and how well it helps pupils learn are not yet sufficiently developed.
- Governors' skills are not yet strong enough to challenge school leaders fully about the achievement of pupils.

### The school has the following strengths

- The executive headteacher has the confidence of staff and governors. She has a clear vision and knows what areas of the school need further improvement.
- Recent actions by leaders have led to some improvements in attainment and teaching.
- Self-evaluation is generally accurate and the management of performance is now robustly linked to pupils' achievement.
- Good and well managed provision enables pupils with special educational needs to achieve well.
- The supportive governing body holds leaders to account well in most aspects of the school's work. Parents are highly positive about leaders, staff and the stable future of the school in the local community.
- Behaviour is good and pupils are eager to learn. Attendance has improved significantly.

## Information about this inspection

- Inspectors visited 21 lessons or parts of lessons, three of which were joint observations with the executive headteacher. The inspectors also looked at examples of pupils’ work, listened to pupils read and observed the teaching of reading skills.
- Meetings were held with two groups of pupils, and inspectors spoke to pupils about their work. Inspectors held meetings with the Chair of the Governing Body. They spoke to a representative of the local authority, the national leader of education who is working with the school, and met with members of the school staff.
- In the course of the inspection inspectors spoke to parents at the start of the school day and took account of the school’s own questionnaires to parents. There were too few responses to the on-line questionnaire (Parent View) to generate a summary of parents’ views. Inspectors took account of the views of staff expressed in the questionnaire completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including a summary of the school’s evaluation of its own effectiveness, the development plan and analysis of current data on pupils’ attainment and progress. Minutes from governing body meetings were also considered.

## Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Kevin Boyle

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average sized primary school. All pupils are of White British heritage and none speak English as an additional language.
- The proportion of pupils supported through school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.
- The proportion of pupils known to be eligible for the pupil premium funding is high compared to the national average. (The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils joining the school at other than the normal time in the school year is similar to that in most other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection the school has experienced staffing instability and uncertainty caused by a consultation for closure proposed by the local authority. An acting headteacher led the school for one year until the executive headteacher was appointed in September 2011. The executive headteacher spends part of the week in Park View and the other part of the week in Roby Park Primary School. During the rest of the week the school is led by the deputy headteacher. The school has recently established a partnership with an academy school led by a national leader of education. The consultation for closure was completed in April 2012 and concluded that the school would remain open. Demolition work is currently taking place to rationalise the school site.

### What does the school need to do to improve further?

- In order to increase the rate of pupils' progress, improve the quality of teaching so that it is consistently good or better by ensuring that:
  - teachers' checks on what pupils can do are accurate and used to provide work with appropriate challenge for all pupils, including the more-able
  - teachers' marking informs pupils how they can improve their work and teachers give pupils time in lessons to act on the advice provided.
- Strengthen leadership and management by:
  - ensuring that key leaders have the opportunity to check the quality of teaching and the progress of pupils so that they can find out what works and what could be improved
  - further developing governors' skills to enable them to hold leaders fully to account for the achievement of all pupils and groups of pupils.
- Ensure that teaching in the Early Years Foundation Stage, especially in the Nursery class, is consistently good or better, so that children are enabled to make good or better progress, by:
  - improving the resources and providing a range of opportunities for children to learn actively through play and investigations
  - ensuring that adults help children to think and talk about their play and encourage them to develop speaking and listening skills.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Since her appointment the executive headteacher has led staff in a concerted effort to improve pupils' achievement. As a result of improved teaching, the proportion of pupils making the progress expected of them, or better, by the end of Year 6 has risen to close to the national average. Achievement still requires improvement, however, because inconsistencies remain in pupils' progress across the school.
- Although improvements were seen in 2012, attainment at the end of Key Stage 2 has been below the national average for several years. Effective teaching in Year 6 is leading to pupils making more rapid progress from their starting points at the beginning of the year. Indications are that this year group will sustain and exceed last year's attainment in reading, writing and mathematics. Most pupils are working at the levels expected for their age; however, too few are yet reaching the higher levels.
- In 2012 Key Stage 1 pupils' attainment in reading, writing and mathematics improved to broadly average. Current Year 2 pupils have generally maintained this improvement, although, again, fewer pupils than expected are working at the higher levels.
- Most children's skills when they join the Early Years Foundation Stage are below, and sometimes well below, those expected for their age, particularly their communication skills. Because of the good partnerships with parents established by the school, children settle well and play and learn happily together. Children's social and emotional development is good; however, their basic communication and mathematical skills are developed more slowly, particularly in the Nursery class. This is because activities do not always support children's learning effectively and adults sometimes miss opportunities to encourage the development of speaking and listening skills.
- Pupil premium funding is used well. The attainment of pupils who receive this funding is in line with national averages and compares well with other pupils in the school. The school suitably promotes equality of opportunity. The provision of small groups and one-to-one teaching to accelerate the progress of pupils' attainment in reading, writing and mathematics is paying off.
- Suitably adapted work and the effective support provided by teaching assistants help pupils with special educational needs make at least good progress relative to their abilities and starting points.
- Children's progress in learning about letters and the sounds they make requires improvement because teaching, particularly in the Early Years Foundation Stage, is not tailored closely enough to their needs. Attainment in reading at the end of Year 2 and Year 6 is broadly in line with the national average.

### The quality of teaching

### requires improvement

- A focus on improving the quality of teaching through well focused professional development has been established by senior leaders. Many good features in teaching were observed during the inspection but the overall quality requires improvement and teaching in the Nursery class is inadequate. As a consequence, pupils do not always do as well as they should.
- Where teaching is strongest, lessons are well planned, and teachers use effective questioning and provide activities which are well matched to pupils' needs, with a good level of challenge. Teachers ensure learning moves at a brisk pace with little time lost.
- In less effective lessons expectations of what pupils can do are not always high enough because teachers' checks on what pupils can do are not accurate enough. This means that the activities provided are not always hard enough to ensure that all pupils, including the more-able, make good progress. For example, in a mathematics lesson pupils were asked to use a multiplication square to help with calculating the answer to number problems. However, the work set for more-able pupils did not challenge their thinking sufficiently or extend their understanding of the

appropriate table facts.

- Welfare arrangements in the Early Years Foundation Stage meet requirements and children are encouraged to be independent. They learn indoors and outside but adults do not give them enough guidance to help them consistently build on their skills. Adults in the Nursery class do not intervene often enough to enable children to make as much progress as possible. The resources provided do not promote the development of children's basic skills in speaking and listening well enough, nor do adults select them carefully in response to children's interests.
- The quality of marking in pupils' books is inconsistent. Work is marked regularly and often, and praises effort, and some teachers provide helpful 'next steps' which pupils say they find helpful. However, this helpful guidance is not given consistently and too few opportunities are provided to allow pupils to act on this advice.
- Early reading skills are taught systematically. However, teaching of reading throughout the school does not always meet the needs of all pupils, particularly the more-able readers.
- Teaching assistants contribute well to the learning and progress of all pupils. They play a key role in addressing issues for pupils at risk of falling behind, as leaders have arranged for these staff to provide extra help for those pupils who need it.

### **The behaviour and safety of pupils are good**

- Pupils are very polite and well mannered. They say that they enjoy school, feel very safe and trust the adults to take good care of them.
- Parents who spoke to inspectors and those who completed the school's own questionnaire say that their children enjoy school and behave well.
- Most pupils have a good understanding of the different types of bullying, such as cyber-bullying and name-calling. They say that bullying is not tolerated in the school and, if incidents do happen, adults deal with these swiftly. Pupils enjoy taking on responsible roles, for example like those pupils who are members of the school council. Pupils appreciate the role played by the Park View Pals, who help their fellow pupils enjoy happy playtimes.
- Behaviour is good, although occasionally in lessons where teaching is less effective, pupils become distracted and lose concentration and focus.
- Attendance has improved strongly since the last inspection. Due to the concerted efforts of pupils, parents and staff it is now above average.
- The school provides sensitive support for pupils and families whose circumstances might make them vulnerable. Strong partnerships exist with a range of external agencies to ensure they receive all the help they need.

### **The leadership and management require improvement**

- As a result of turbulence to staffing and other external factors, the performance of the school is not as strong as at the time of the last inspection. However, the executive headteacher is a strong leader and, together with her deputy headteacher, has created a positive climate for improvement in the school.
- Actions to raise pupils' achievement are having the desired result. Self-evaluation is accurate, the school's strengths and weakness are identified accurately, and priorities are planned well and checked regularly. Parents' comments and questionnaire responses say that they feel warmly welcomed by the school. They are kept well informed about their children's progress.
- Leadership and management require improvement because achievement is not yet good and, although improvements in teaching have been made, there is still more to do to ensure it is consistently good or better across the school, and particularly in the Nursery class.
- Senior leaders undertake a range of activities to check how well the school is doing. However,

subject leaders and the leader of the Early Years Foundation Stage are not sufficiently involved in checking the quality of teaching to enable them to contribute fully to improvements.

- Support for pupils with special educational needs and for pupils known to be eligible for the pupil premium is well led and managed effectively. Discrimination of any kind is not tolerated.
- The curriculum brings subjects together into interesting topics and pupils say how much they enjoy their lessons. Visits, including residential trips, visitors and after-school clubs all add to enrichment. Provision for pupils' spiritual, moral, social and cultural development is good.
- The local authority has recognised that the school needs some extra support to help it improve more quickly. Together with the executive headteacher and the governing body, the local authority has commissioned a national leader of education to work with school leaders.
- **The governance of the school:**
  - Members of the governing body are regular visitors to the school and gain first-hand views of the school's work. Throughout the closure consultation period governors worked closely with the local authority and supported parents and staff with the process. Minutes of governing body meetings indicate that governors usually ask searching questions of school leaders and hold them to account for most aspects of the school's work. For example, governors are clear about the links between the achievement of pupils and teachers' salary progression. However, although governors are informed about pupils' achievement through the headteacher's report, they do not yet have all the necessary skills to ask probing questions to hold leaders fully to account in this area of the school's work. Governors oversee the school's finances and ensure that the pupil premium funding is used appropriately. They also ensure that safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	104421
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	412305

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Irene Tuzio
<b>Executive Headteacher</b>	Ruth Harrison
<b>Date of previous school inspection</b>	18 March 2010
<b>Telephone number</b>	0151 477 8120
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