

Park View Community School

Varley Street, Miles Platting, Manchester, M40 7EJ

Inspection dates 15–16 October 2013

| | | | |
|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. They make good progress in reading, writing and mathematics. Rates of progress are improving and attainment is average and rising.
- Overall, the quality of teaching is good. In particular, writing is taught very well and pupils make good, and sometimes outstanding, progress.
- Good quality teaching and activities in the Early Years Foundation Stage ensure that children settle in and make a very good start to their education.
- Pupils' spiritual, moral, social and cultural development is good, as a result of a varied and interesting curriculum which includes many educational visits out of school.
- The school ensures that pupils have good opportunities to participate in sport and to learn about what makes a healthy lifestyle.
- Pupils' behaviour in lessons and around school is good. They say they are happy and feel safe.
- The headteacher and senior leaders check carefully on the quality of teaching and the progress pupils make in lessons. This ensures that all groups, including pupils for whom the pupil premium funding provides support, achieve well.
- The governing body supports the school well and governors keep a close check on how well pupils are doing to ensure that standards of attainment rise.

It is not yet an outstanding school because

- Teaching is good but it is not yet outstanding because in some lessons, work for the most able pupils is not difficult enough. Also, the teaching of reading in Key Stage 2 is not yet as effective as the teaching of writing and mathematics.
- Achievement is not yet outstanding because pupils do not make as much progress in reading as they do in writing and in mathematics. Also, a smaller percentage of pupils reach above average standards by the end of Key Stage 2 than in most schools.

Information about this inspection

- Inspectors observed 21 lessons and part-lessons taught by 15 different teachers and a sports coach. Two lessons were observed jointly by the lead inspector and the headteacher. In addition, the lead inspector observed the headteacher giving feedback to staff on the quality of teaching and pupils' achievement.
- Inspectors met with two groups of Key Stage 2 pupils and listened to a group of Key Stage 1 pupils reading.
- Meetings were held with members of the governing body including the Chair of the Governing Body, a representative from the local authority, senior leaders and teachers.
- Inspectors were unable to take account of parents' views from the on-line questionnaire (Parent View) because there were too few responses to be displayed. However, one inspector talked to several parents prior to the school day and the inspection team looked at a large number of comments from parents collected by the school during events, such as parents' workshops.
- The school's work was observed and the inspection team looked at a number of documents, including safeguarding records, the school's long and medium-term improvement plan, the school's data for tracking pupils' progress, reports on the quality of teaching, teachers' planning and work in pupils' books.

Inspection team

Andree Coleman, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Pamela Hemphill

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils identified with special educational needs supported through school action is average. The proportion identified with special educational needs supported through school action plus or with a statement of special educational needs is below average.
- Just over one third of pupils are from minority ethnic groups and about one quarter of all pupils speak English as an additional language.
- An above average proportion is eligible for pupil premium funding. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the teaching of reading in Key Stage 2 so that pupils make at least the same progress as they do in writing by;
 - increasing teachers' knowledge about the teaching of reading through further training
 - extending the effective practice in Key Stage 1 into Key Stage 2
 - ensuring that when pupils are reading independently, their reading is purposeful and teachers check that pupils' reading skills have been developed well.
- Increase the percentage of pupils reaching above average standards particularly in Key Stage 2 by;
 - raising teachers' expectations of the levels of attainment that most-able pupils should reach
 - using information about pupils' existing levels of skills and knowledge to plan work that is suitably difficult for the most able pupils and which enables them to make faster progress.

Inspection judgements

The achievement of pupils is good

- Children enter the school in the Early Years Foundation Stage with skills and knowledge that are well below that typical for children of their age. From these low starting points, pupils and groups of pupils, such as those who speak English as an additional language, those from minority ethnic groups, disabled pupils, those with special educational needs and pupils for whom the pupil premium funding provides support, make good progress.
- Children make rapid progress in the Early Years Foundation Stage as a result of very effective teaching and activities which support and develop children's independent learning.
- From below average starting points at the beginning of Year 1, pupils reach broadly average standards in reading, writing and mathematics by the end of Key Stage 1. In 2013, the percentage of pupils reaching above average standards in reading, writing and mathematics increased and these figures are in line with national figures.
- In 2013, across the whole school, most of the pupils known to be eligible for free school meals funding achieved as well as, or slightly better than, other pupils. This demonstrates that the school promotes equality of opportunity well. In Year 6, more pupils known to be eligible for free school meals achieved nationally expected standards in reading and writing than other pupils. In mathematics, the proportion of pupils achieving the nationally expected standard was the same for pupils known to be eligible for free school meals and for other pupils in school. In Key Stage 1, fewer pupils known to be eligible for free school meals achieved the expected standard (Level 2) in reading, writing and mathematics. However, all of these pupils are receiving additional help in Year 3 and have made rapid progress since the start of this academic year.
- In Key Stage 2, a broadly average proportion of pupils achieved the nationally expected standard (Level 4) in writing and a slightly smaller proportion achieved the expected standard in reading. Pupils made good progress overall from starting points that were significantly below average in reading and writing when they entered Key Stage 2. In writing, about three-quarters of pupils made more than expected progress and this is outstanding.
- In mathematics in Key Stage 2, a greater proportion of pupils achieved the expected standard (Level 4) than did so nationally. This represents a great improvement on the standards reached in 2012 and is as a result of much improved teaching in this subject. Pupils made good progress overall from starting points that were significantly below average when they entered Key Stage 2.
- Achievement overall is not yet outstanding because pupils do not make as much progress in reading in Key Stage 2 as they do in writing. Also, the proportion of most-able pupils that reaches above average standards by the end of Key Stage 2 is smaller than for most schools.

The quality of teaching is good

- The quality of teaching is good overall with some that is outstanding. Where teaching is outstanding, there is a brisk pace of learning because the activities are exactly at the right level of difficulty to ensure that pupils, including the most able, make rapid progress. Excellent opportunities are created for pupils to take charge of their own learning by checking their and others' work against criteria set by the teacher to show them what they have to do to be successful. The rapid progress made by the most-able pupils in particular, occurs in some lessons but not all.
- The curriculum is varied and interesting and makes a good contribution to the development of pupils' spiritual, moral, social and cultural development. In one lesson, pupils were observed improving their writing, which was to persuade people to stop the de-forestation of the rainforests. Pupils wrote with passion on this subject.
- Writing is taught particularly well. Teachers have very good subject knowledge and develop pupils' understanding of sentences and use of punctuation very effectively. In one lesson, pupils

were learning about different sentence types and were improving their writing by including sentence types that were new to them.

- Throughout the school, activities are well planned to encourage pupils to be independent in their learning. For example, in the Early Years Foundation Stage, one teacher was observed talking to children about how they could find answers to their questions, such as by looking in books, rather than the teacher just answering the children's questions. In a mathematics lesson in upper Key Stage 2, pupils discussed very well how to organise a large amount of numerical information to make sense of it. Their discussions led them to improve and refine how they were going to organise the information.
- Across the school, teaching assistants make a strong contribution to the good progress made by pupils, especially those who speak English as an additional language, disabled pupils and those with special educational needs and pupils for whom the pupil premium funding provides support. Small group and individual support ensures that work is at the correct level of difficulty and enables these pupils to achieve well.
- Daily sessions in the Early Years Foundation Stage and in Key Stage 1 to help pupils to learn the sounds that letters make (phonics) have made a good contribution to increasing the proportion of pupils reaching the required standard in the Year 1 phonics test. This proportion is higher than the national figure. This good teaching is helping young pupils to learn to read well.
- Teaching is not yet outstanding because in Key Stage 2, the teaching of reading is not as effective as in writing and pupils do not make as much progress. Teachers' subject knowledge is not as good as in writing and when pupils read independently, there are not enough checks made by teachers to ensure that their reading has been purposeful and effective.
- In some lessons, teachers do not have sufficiently high expectations for the most-able pupils and sometimes work is not set that is difficult enough to ensure this group makes rapid progress.

The behaviour and safety of pupils are good

- Behaviour in lessons and around school is good. There is a strong emphasis on encouraging pupils to work together cooperatively. In one literacy lesson in upper Key Stage 2, pupils were observed quickly helping each other to use unfamiliar commands on the electronic tablets they were using. This enabled them to make rapid progress in recording their work.
- Pupils say that they enjoy school and feel safe. This is reflected in their above average attendance rates. They say that they enjoy lessons in school and like taking part in the wide range of after-school clubs on offer.
- Pupils say that there is little bullying of any kind in school and they express great confidence in adults who, they say, will resolve any problems quickly. Pupils know what cyber-bullying is and know how to keep themselves safe when using the internet.
- Where teaching is outstanding, pupils show very high levels of enthusiasm and motivation for learning. In one Spanish lesson, pupils were very keen to learn and improve their Spanish and used electronic tablets to record their conversations in Spanish. When asked, pupils spoke with great enthusiasm about this subject. This is not the case in all lessons and is why pupils' behaviour is not yet outstanding.

The leadership and management are good

- The headteacher is a determined and highly effective leader. He uses a team approach where leadership is spread across the school and most of the staff have leadership roles. As a result of this, there is strong and effective leadership at all levels and this has brought about a rapid improvement in the quality of teaching and the pupils' achievement since the last inspection in 2012.
- Clear targets are set for all staff and these reflect the headteacher's high expectations. The targets ensure that pupils' standards of attainment are rising.

- Pupils are kept safe and staff training in safeguarding is up-to-date. Procedures to safeguard pupils meet statutory requirements and are good.
- The school has invested new funding and existing school budget in improving physical education (PE) for all pupils. Sports coaches enhance the range of physical activities and clubs on offer and organise lunch time activities too. There has been staff training to improve the teaching of PE and supply cover has been used to release staff to take pupils to compete in inter-school sports competitions during the afternoons. As a result, pupils are enthusiastic about sport and more are taking part in sporting activities. Increased coaching has enabled pupils to improve their skills and they understand the importance of maintaining a healthy lifestyle.
- The local authority has given effective and regular support to the school to support it in improving since the last inspection.
- The leadership and management of the school are not outstanding because outcomes for pupils are good rather than outstanding.
- **The governance of the school:**
 - The governing body is well led by a knowledgeable and highly effective Chair of the Governing Body. Governors know about the progress that pupils make because they check this regularly. Governors work closely with the headteacher to ensure that the quality of teaching improves and they make sure that the procedures to tackle underperformance are effective along with those to reward teachers when pupils make good and outstanding progress. Governors check on the progress made by different groups of pupils and have evaluated data which show that, in most classes, pupils eligible for pupil premium funding achieve as well or better than other pupils. Where this is not the case, immediate action is taken to accelerate progress.

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 | 135279 |
| Local authority | Manchester |
| Inspection number | 427653 |

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 | 356 |
| Appropriate authority | The governing body |
| Chair | Barbara Kinch |
| Headteacher | John Tennant |
| Date of previous school inspection | 19 April 2012 |
| Telephone number | 0161 245 7474 |
| Fax number | 0161 205 6756 |
| Email address | admin@parkview.manchester.sch.uk |

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 2013

