

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9164
Direct E: tim.ogbourn@serco.com



Mrs Jane Calladine
Headteacher
Parkview Primary School
Springwood Drive
Oakwood
Derby
DE21 2RQ

Dear Mrs Calladine

No formal designation monitoring inspection of Parkview Primary School

Following my visit to your school on 22 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the school.

Evidence

Inspectors considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

Parkview Primary School is an average-sized primary school. Very few pupils speak English as an additional language. Around 8% of pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and looked after children. This is below the national average. The proportion of disabled pupils and those who have special educational needs, about

one in ten, is below average. The proportion of pupils who start or leave the school, other than at the normal times of entry, is below average.

Behaviour and safety of pupils

Pupils' attitudes to learning remain as consistently good as at the time of the school's most recent section 5 inspection. Pupils are punctual to lessons and are ready to learn. Pupils listen carefully to teachers' presentations of learning and follow adults' instructions straight away. For example, in Year 6, pupils responded quickly to the teacher's request to move from their desks to the carpet area. This enabled them to readily discuss their findings from their mathematical investigations with their classmates through working with their 'learning partners'. As a result, pupils were able to review their learning effectively. Pupils and staff agree that behaviour during lessons is typically good and is sometimes exemplary. Pupils' attitudes to learning are not always as strong when they are working in small groups, which are usually led by teaching assistants. The high expectations of behaviour for learning that is evident during whole-class lessons is not consistently reinforced by all members of the staff team during these small-group sessions.

Pupils behave well around the school. They enter the building calmly in the morning and there are clear expectations and routines for ensuring that the school day starts on time. Pupils are smartly dressed in their uniforms and they take a pride in their appearance. Pupils move around the school in an orderly fashion. For example, all pupils entered the main hall in silence in preparation for whole-school assembly. They listened attentively to an engaging talk about the 'RSPB Big Schools' Bird watch' programme, before singing enthusiastically as part of the collective act of worship. Adults supervise pupils well as they move around the school, including at break-times. Pupils' behaviour during lunchtime is particularly good. Pupils line up smartly while they are waiting to be served and move calmly to their places. Pupils are expected to show appropriate table manners as well as tidy away after they have finished their lunch. Lunchtime supervisors have good relationships with pupils, which helps lunchtimes to run smoothly. Pupils say that behaviour at lunchtimes is good. Nevertheless, occasionally, incidents can arise from either football or 'chase-games'. Pupils say that such incidents are rare. One older pupil commented that 'everyone tends to get on well with everyone else at Parkview'.

Pupils say that the recently revised behaviour code has helped them know the importance of working hard during lessons and to show how they are being respectful of other pupils throughout the school day. Pupils and staff particularly like the fact that parents are made aware of any rewards that are awarded. Parents are also supportive of the weekly celebration assembly, where pupils from each class who have made a positive contribution to the school by showing respect for other pupils, receive their certificates. Pupils say that the system of sanctions has been made clearer and that this is helping pupils to consider more closely whether they want to be recipients of the consequences if they choose to misbehave.

If pupils do choose to misbehave, senior leaders have established procedures for investigating any incidents. They make detailed notes to inform their next steps. Senior leaders undertake regular checks of their records to determine if there are any patterns or trends in pupils' misbehaviour that require further attention. Senior leaders have clear systems in place to support a few pupils who do not manage their feelings and actions well. This has helped adults to support and manage the behaviour of potentially vulnerable pupils appropriately since the time of the

previous inspection. This is indicative of the school's commitment to ensuring that all pupils, irrespective of their background or circumstance, are supported in their social development. This lies at the heart of what the school is about. Hence, no pupil has been taken off the school's roll since the last inspection and the proportion of pupils receiving a fixed-term exclusion is well-below average.

Pupils are aware of the school's approach to prevent bullying. This is made clear through: assemblies; lessons in personal, social, and health education; and through focused activities during anti-bullying week. The school's policy on anti-bullying, however, is not readily accessible on the front page of the school's website. The behaviour and discipline policy is easily found. As a result, the school's approach to anti-bullying is not made as clear as it could be to parents and carers. This is particularly pertinent because, over the course of the last two years, a small minority of parents have expressed on Parent View their dissatisfaction with: the way in which the school ensures that pupils are well behaved; how the school deals effectively with bullying; and how well the school responds to any concerns that are raised, including in relation to pupils' behaviour and safety. Inspection evidence shows that standards of pupils' behaviour remain high and that the school's approach to promoting anti-bullying has been effective. Nevertheless, senior leaders acknowledge that the school has revised its complaints policy and procedure since the last inspection. This was because the former policy did not make it clear to parents and carers how local complaint routes were organised and accessed. Despite this being remedied, a few parents consider that the school's former arrangements have not been helpful in enabling them to be wholly satisfied with the way in which the school has dealt with their concerns.

Pupils say that they feel safe at school and enjoy attending; parents' views from the school's own surveys echo this sentiment. This is confirmed by pupils' attendance rates, which are consistently high.

Priorities for further improvement

- Ensure that parents can readily access the anti-bullying policy on the school's website to raise awareness of how the school deals with incidents.
- Ensure that teaching assistants have the same high expectations of pupils' behaviour during small group sessions as is evident in whole class lessons.

I am copying this letter to the Director of Children's Services for Derby, to the Secretary of State for Education, and to the Chair of the Governing Body. The letter will be published on the Ofsted website.

Yours sincerely

David Carter
Her Majesty's Inspector

Once the school has had 24 hours to report any factual inaccuracies, the post-inspection letter is copied as appropriate to the following:

- Appropriate authority - Chair of the Governing Body or equivalent
- Director of Children's Services (this also applies to academies)

The letter should also be copied electronically to:

- The relevant Senior HMI
- The relevant Regional Director