

Park View Primary School

Twig Lane, Huyton, Liverpool, Merseyside, L36 2LL

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership from the headteacher and deputy headteacher is exemplary and has been the driving force behind improving teaching and achievement.
- Governors have become crucial members of the leadership team. Their actions to transform their role have been most successful. They are now more knowledgeable about achievement and teaching, and ask challenging questions. Governors, along with all staff, have ensured the school has improved and continues to do so.
- Behaviour is outstanding. Pupils are very proud of their school. They show great respect for adults and each other.
- Examples of writing from some of the older pupils are amazing. This reflects the pupils' ethics of working hard and doing their best.
- This is a very happy and welcoming school. There is a sense of warmth, tinged with humour and care. It is not surprising pupils feel very safe.
- Provision in the early years is effective and children make good progress.
- Teaching is good and has many strengths, not least in the variety of activities that sustain pupils' enthusiasm. Older pupils are inspired by their teachers and have a genuine love of learning.
- Pupils' enjoyment of school is enriched by the wide range of clubs, visits and visitors. Their good understanding of British values is promoted in the school's values, which include honesty, respect and care. The school's mock elections, where electors listened to the charismatic speeches of the candidates, exemplified this well.
- Achievement is good. Pupils make good progress and attainment has been gradually rising. Pupils in Year 6 reach the level expected for their age in reading, writing and mathematics. There is an increase in the proportion of pupils reaching above average standards.
- Disabled pupils and those who have special educational needs, as well as those who are disadvantaged, are supported very well and make good progress.

It is not yet an outstanding school because

- Pupils' spelling skills and their ability to think through their ideas to solve problems in mathematics are weaker aspects of their attainment.
- Children in the early years do not always have enough opportunities to practise their basic literacy and numeracy skills.
- Pupils are not always clear how to make their work better.
- The school's plan to improve the school is long and this hampers the sharpness of priorities. Middle leaders are not fully involved in deciding the key aspects that need attention in their subjects.

Information about this inspection

- Inspectors observed teaching in all classes. They observed pupils at play, in the dining room and when moving around school.
- Pupils' work was scrutinised with a focus on years 2, 4, 6 and on the early years. A group of pupils read to the inspectors. Pupils in Year 4 were not present during the inspection.
- Inspectors reviewed a range of documents including the school's improvement plan, procedures to track pupils' progress, the minutes of meetings held by the governing body and information about safeguarding.
- Inspectors took account of the school's recent survey of parents' opinions of the school because too few parents responded to the Ofsted online questionnaire (Parent View). They also spoke to parents who brought their children to school.
- Twenty eight responses to the staff questionnaire were analysed.

Inspection team

Jennifer Platt, Lead inspector	Additional Inspector
Alison Burbage	Additional Inspector
Michelle Murray	Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of pupils who are disadvantaged and eligible for support through the pupil premium is well above the national average. The pupil premium is additional funding for those who are known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils from minority ethnic groups is much smaller than the national average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children attend the Nursery on a part-time basis.
- The school has been supported by the Dean Trust and a national leader of education since the previous inspection.
- There have been several new staff appointments since the previous inspection. The interim headteacher at that time is now the permanent headteacher and the deputy headteacher is a recent appointment.

What does the school need to do to improve further?

- Improve the quality of teaching further and increase pupils' progress by:
 - raising pupils' accuracy in spelling skills and their ability to apply their numeracy skills to think through carefully how to solve problems
 - exploiting every opportunity for children in the early years to practise their skills of reading, writing and numeracy
 - embedding the school's marking policy to check that pupils know how to make their work better.
- Improve the quality of leadership by:
 - refining the school improvement plan so that the key priorities for the school are precise and easier to identify
 - extending the role of middle leaders, especially those new to the post, so that they have an accurate overview of attainment in their subjects in order to set actions to raise it even higher.

Inspection judgements

The leadership and management are good

- Since the headteacher and deputy headteacher have been in post, the momentum to improve has accelerated considerably. Their excellent leadership has been effective because staff and governors have been consulted along the way. This has been pivotal in developing a team that work together and embrace change. The school has progressed successfully from requiring improvement to being a good school. The pace of change continues and everything is in place to move forward.
- Evaluation of what is working well in the school and what needs attention is thorough and accurate. On appointment, the headteacher addressed the priorities in the school in a very detailed school improvement plan. This was an essential tool at the time to keep a close eye on the progress being made. However, much has been achieved and the school improvement plan is ready for a thorough overhaul to become a more workable document with precise and current priorities.
- The introduction of more thorough assessment systems, including a new approach in line with the removal of previous national levels, has been smooth and effective. Pupils' progress is tracked closely and interventions placed where they are most needed. The decision to sustain two small Year 6 classes was based on an understanding that the most able especially needed as much attention as possible if overall attainment was to rise. This decision has paid off, with a rise in the number of pupils reaching high standards.
- The quality of teaching is checked thoroughly by observing lessons, analysing books and talking to pupils. Teachers value the feedback they receive along with help and training, where needed.
- Teachers and senior leaders hold regular meetings to review the progress of pupils in their class. Staff are now held more to account for pupils' progress and attend these meetings with explanations for any lack of progress and ideas to tackle this. Teachers are set challenging targets linked to pupils' progress and the school's priorities. Salary awards are linked to achievement of these targets.
- Middle leaders have been effective in implementing the new National Curriculum. Staff have met to check that all aspects are covered and resources are readily available. Leaders have offered advice in teaching new aspects, as in computing and mathematics. A new approach to writing has improved the quality of work and only spelling remains to remedy. However, the role of these leaders in identifying priorities linked to pupils' overall attainment is not fully effective.
- Spending of the pupil premium is most effective. A detailed record of every pupil known to be eligible for this support is maintained diligently. This identifies support, the impact on progress and any further help needed. This approach is now shared with other schools. It is clear these pupils receive all of the help they need, not only academically but also socially, with the guidance of the learning mentor. This is a school that does not tolerate discrimination and promotes fully equality of opportunity for all.
- The curriculum is good and focuses on a range of topics that link to pupils' experiences. Visits link to these topics as, for example, Year 5 pupils went to Speke Hall as part of their work on the Tudors. Literacy skills and, to a lesser extent, mathematics are promoted across subjects. Some sensitive writing resulted from the study of the First World War.
- Pupils' spiritual, moral, social and cultural development is woven successfully through activities throughout the day. A focus on considering their own feeling helps them to reflect and understand how their actions can upset other people. Pupils learn to take responsibility and consider their role in society. They help others by raising funds for charities such as Macmillan Cancer Support. These events often involve making and selling items so that pupils learn the value of money. Pupils visit several places of worship and enjoy learning about other faiths and cultures. An imaginative display of pupils' photos cut up and matched incorrectly point out that although pupils may look different they are all the same.
- These features play a massive part in promoting pupils' understanding of British values. Pupils chose to call their houses Churchill, King, Nightingale and Mandela as they recognised the impact these people had on society today. This was reflected in their mock election organised to coincide with the national election. Slogans and propaganda festooned the school and rosettes were worn with pride. The leader of King House started his speech with: 'We have a dream that all children in every part of Huyton will take part in Treaty Tuesday'. The Mandela leader informed the audience how the community could be safer and the world healthier. Voting was taken very seriously showing pupils' early understanding of politics.
- Leaders and staff give close attention to pupils' well-being. Safeguarding procedures meet requirements and are effective. Staff are vetted closely to ensure their suitability to work with children and training is provided to keep their skills up to date.
- The skills of professional sports coaches have been purchased with the primary school sport funding. Staff observe sessions and increase their teaching skills while pupils experience a wider range of activities. In

April 2014, 54% of pupils attended an after-school sports club. With the additional resources, this has risen to 73% with a focus on those pupils who had previously been non-participants of sport.

- Local authority support combined with guidance from the Dean Trust has been most effective in making this a good school. Regular visits and written reports have provided useful guidance. Links with other schools and agencies have been set up and the school is now in a position to share its strengths, as in writing in Year 6, with other schools. The analysis of data and observations of teaching have been invaluable for the headteacher and governors to check that they are on the right path to improve.

■ The governance of the school:

- Governors have made great strides forwards since the previous inspection. They have listened carefully to all of the advice provided. They have grown in determination to act as a body that does not just accept what they are being told but digs deeply for their own information. They have been most successful and now provide very effective governance to the school. Data is scrutinised and questions asked if a concern arises. For example, governors can provide a full explanation as to the improvement in pupils' attainment in phonics (letters and their sounds).
- Governors have a good understanding of school life because they are regular visitors. They are linked to year groups as well as key aspects, such as the early years and provision for the gifted and talented pupils. As a result, they have first-hand experiences and understanding of the quality of teaching. They appreciate the high expectations of the senior leadership team and have been involved in resolving some issues when teaching did not reach the expected level. Governors review teachers' performance and check that any request for a salary increase is supported by them exceeding their very challenging targets.
- Financial management is effective. Additional funds are used wisely and followed up with checks that spending leads to improvements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils rise to the high expectations of their behaviour. In lessons, they are eager to learn and often become very excited because the tasks capture their interests. However, their response to teachers' requests for attention and learning is prompt and highly effective. The work skills of the older pupils are excellent. Group discussions are challenging and pupils thrive when asked to present the points of their deliberations.
- Visitors are instantly aware of the warmth and caring ethos of the school. A friendly welcome is provided by all staff and pupils. Pupils are polite and quick to jump in and offer help when the need arises. They show the utmost respect for their teachers and each other. They enjoy a joke and a laugh. All are included and pupils encourage those who have difficulties to overcome personally, socially or academically.
- At playtimes, pupils are energetic and competitive in ball games. However, this does not hamper their exemplary behaviour and willingness to consider others who opt for a quieter break chatting with their friends. When play is over, pupils line up orderly and no time is wasted as they settle back into lessons.
- Overall, pupils attend regularly and attendance has risen to average.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe in school and know that staff are always available and willing to help. They value the opportunity to meet with the learning mentor if problems arise.
- Pupils have a well-developed understanding of how to stay safe. They learn the important life skills needed to keep safe at school and in the community. Pupils recognise the hazards of harmful substances and know to be wary of strangers. Older pupils are taught to be alert to dangers on the internet and the school has displays warning of the dangers of sexual exploitation. Discussions reveal pupils' knowledge of practical skills to keep safe. For example, not to use ear phones when walking in busy areas, to scream to draw attention if needed and to cross roads carefully.
- A strong focus is placed on pupils' understanding of bullying and they know it can take several different forms. They are adamant it does not happen in their school. Although few pupils are from minority ethnic groups, pupils are aware that racism is unkind and pointed out: 'Everyone is unique and shouldn't be treated differently.' Year 6 pupils recently debated homophobia and this led to their graffiti work in the style of Banksy, which is proudly displayed in the playground.
- A group of pupils who met with an inspector collaborated over the following description of their school: 'We love our school. It is like a second home, with staff acting like our family and being very helpful. We

can always have a little joke but know when it is time to get to work.'

- Year 6 pupils express some trepidation about moving on to secondary school. This is linked to practical changes, such as travel and new teachers. However, overall it is linked to their sadness at leaving the staff who have supported them so well. Their aspirations have been raised and their maturity and sense of pride in their achievement is to be celebrated. They are kind and sensible pupils who are prepared well for the future.

The quality of teaching

is good

- Teaching has improved in response to leadership that has established consistency in methods and high expectations. A review of work in pupils' books, monitoring carried out by senior leaders and external agents, and a review of pupils' progress identify that good teaching is evident across the school.
- Pupils talk about enjoying learning because it is not boring. This is because of the effort teachers put in to providing a variety of activities that sustain pupils' interests. The introduction to a lesson in Year 2 involved a letter with a problem to solve and points to earn before their teaching assistant's throat lozenges would be returned. The result was obvious with pupils keen to get on with solving the problem.
- Discussions and group work are the norm and part and parcel of pupils' learning. At times, inspirational teaching entuses pupils and they are eager to get down to work; so much so that, at times, they dislike interruptions by teachers to revise issues that are needed but keep them away from their tasks.
- Year 6 pupils moved seamlessly from a whole-class session, which recapped their learning, to group work that tested out their skills. High quality resources of pictures and boards setting out their work captured their interests. By moving from group to group, pupils extended their skills and exchanged information. Ongoing assessment was astute as planned activities were omitted in the light of pupils' good recall of previous work.
- The management of pupils is excellent. It is based on good relationships and a consistency of expectations. Pupils are allowed to be energetic and, perhaps at times, too loud but this is linked to their learning. The response to teachers' calls to attention is swift and pupils are keen to please their teachers.
- A new approach to marking is in place and, in several cases, it is followed closely and effective. Teachers nearly always include a comment for pupils. When these identify precisely how improvements can be made, they are most effective. At times, the response expected from teachers is not sharp enough and pupils respond with an 'OK' rather than action to make work better.
- Assessment is used successfully and work is set that matches pupils' ability. It is sometimes too easy but for most of the time it is challenging, and allows pupils to choose and challenge themselves.
- Teachers share their good subject knowledge when asking questions such as 'prove it' to make pupils fully explain their answers.
- The teaching of reading is good. The new approach to teaching phonics includes practical activities, as in Year 1 using a game of snakes and ladders to identify new words that start with 'qu'. Teachers are improving pupils' enjoyment of reading by providing more opportunities to share a good book. Questions are raised to ensure that pupils understand what they have read. Older pupils are challenged to recognise inference and understand beyond the written word.
- Impressive writing in pupils' books in Year 6 reflects the good and often better teaching of writing. Teachers insist on work being presented neatly. Targets in pupils' books remind them of the need to use their grammar, punctuation and spelling skills in their work. Spelling is the weaker aspect of writing and errors in their books are not always pointed out or a system to learn from them followed up.
- The teaching of mathematics is effective. Teachers have secure knowledge and ensure pupils have a bank of skills to draw from to solve problems. Regular activities check on their basic knowledge, as in Year 6 revising their 12 times tables. At times, pupils need an extra prompt to ensure they fully understand what is expected and apply their skills at a deeper level rather than opting for the easier way to solve a problem.
- Teaching assistants play a full part in lessons and in supporting pupils in extra small group activities. They have been trained effectively so that their skills are good and questions effectively extend pupils' vocabulary, understanding and skills.

The achievement of pupils

is good

- The results of national tests have been below average but are gradually rising year on year with an

increase in the number of pupils attaining the level expected for their age. At the end of both key stages, overall attainment has been held down by the lack of pupils reaching above average levels. Over the last year, in response to strong teaching, the school has succeeded in raising attainment by ensuring that more pupils reach above average levels. School data and the evidence in pupils' books show that pupils now make consistently good progress from their individual starting points.

- While they make good progress from their starting points, children leave the early years with skills, knowledge and understanding below the level expected for their age. Progress in Key Stage 1 has improved and pupils now make consistently good progress from their individual starting points. The results of the national screening test in Year 1 were below average in 2013. The school's response was swift and effective. A change of practice led to results doubling in 2014, rising to above average. Improvements are also evident across other subjects. The attainment of pupils currently in Year 2 is securely in line with what is expected for their age in reading, writing and mathematics.
- Good progress is sustained in Key Stage 2 with evidence in books of pupils making very good progress. The rise in the number of pupils reaching above average attainment has completed the last part of the jigsaw in ensuring that overall attainment is now broadly average in reading, writing and mathematics.
- Attainment in pupils' skills in grammar, punctuation and spelling has been too low. Improvements in grammar and punctuation are evident in pupils' work but spelling is not as strong throughout the school. At times, pupils apply their phonic skills to words that do not follow the rules and this leads to mistakes. Teachers do not always insist that pupils correct errors and then practise them.
- Overall attainment in writing is average. The focus on writing imaginatively has reaped benefits, with some amazing examples of writing in Year 6. When writing poems about Liverpool, one example included: 'The beady eyes of the Liver Birds carefully stalking one's every move.' Stories are structured well and the best examples include dialogue to develop the characters.
- Teachers are aiming to increase pupils' love of reading to raise the overall average attainment to above average. The impact is emerging in Year 6 with pupils having favourite authors. They could explain the type of stories they prefer and appreciate the time to read quietly in class. Pupils use their skills to support their learning in other subjects.
- Improvements in their basic skills ensure pupils reach the level expected in mathematics. Many apply these skills successfully to solve problems. In Year 6, many pupils are working at higher levels by testing out their ideas and challenging themselves to a greater depth. This practice is not evident throughout the school, with some evidence of pupils lacking confidence in applying their skills.
- The most able pupils make good progress and this has been pivotal in the improvement in attainment. These pupils benefit from small classes in Year 6 and challenging teaching. Close tracking identifies those who may be on the cusp of reaching above average levels. Additional help has proved profitable in accelerating their progress. The school now has more pupils reaching above average attainment, with some on track for the very high Level 6.
- Disabled pupils and those who have special educational needs make good progress. Their needs are fully met and assessment keeps track of their progress. Teaching assistants are skilful in ensuring understand their tasks and extend their skills. These pupils play a full part in lessons, contributing to discussions and sharing their achievements with others at the end of lessons.
- Disadvantaged pupils make good progress compared with national expectations of progress and also compared with the progress of other pupils in school. At times, these pupils perform better than other pupils in school. This can be attributed to the close tracking of their progress and checks that ensure additional funding is used effectively to supplement their needs.
- In 2014, disadvantaged pupils were above the average of other pupils in the school in reading by half a term and behind other pupils nationally by one and a half terms. In writing, attainment was a term ahead of other pupils in the school and behind this group nationally by a little more than half a term. In mathematics, pupils were above their peers in school by three quarters of a term and below others nationally by a term. Social needs are also supported by the learning mentor that enables pupils to be more prepared for learning.

The early years provision

is good

- Children start school with attainment that is below than what is typical for their ages especially in early skills of reading, writing, number and speaking. They make good progress, especially in their social skills and speaking. This is linked to the teachers' focus on these essential skills. An increasing number of children reach the level that is typical for their age, especially in their health and self-care, and listening and attention. They are more confident children but still have a way to go in their literacy and number

skills to be fully prepared for Year 1.

- Teaching is effective because all staff are skilled in meeting the needs of this age range. They use assessment effectively to ensure the most able are challenged and those who have special educational needs are supported to make good progress. Staff are quick to build on pupils' enjoyment. For example, children loved the blossom of the trees in the outdoor area. This was used creatively to make perfume with the petals and print blossom pictures. Small group sessions teach children basic numeracy and early writing skills but these are not always promoted as much as possible when children move to other activities.
- The focus on learning through exploration is good. Children delight in finding snails and worms outdoors, and painting and model making indoors. Sometimes, when children are working without adult support, the task is not at their level as, for example, when the Nursery children are using computers. However, overall staff are alert to children who need support and intervene to ensure learning is effective.
- Since moving into the new accommodation, staff have organised the space and resources effectively so that children can select their own resources. Good attention is given to the pupils' well-being and they feel safe. Children have established friendships and behave very well.
- Leadership and management are good. Staff are clear about their roles and the sessions run smoothly. Assessment is used well to identify the progress children make. Information is kept in well-maintained individual portfolios. Communication with parents is seen as a priority starting before children enter Nursery. Parents are kept informed about their children's progress as well as being involved in other events. They enjoyed the Easter egg hunt and, in the school's recent survey, nearly all parents said they were fully informed of their children's targets.

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	104421
Local authority	Knowsley
Inspection number	462333

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	273
Appropriate authority	The governing body
Chair	Irene Tuzio
Headteacher	Ruth Harrison
Date of previous school inspection	15 May 2013
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