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Mrs Jane Calladine
Parkview Primary School
Springwood Drive
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Dear Mrs Calladine

Short inspection of Parkview Primary School

Following my visit to the school on 22 November 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You are currently undertaking an executive headteacher role between Parkview Primary and Redwood Primary School. This is a temporary arrangement until the end of the academic year. An acting headteacher was appointed in January 2016.

You are consistently communicating a clear vision and are committed to continued improvement in order to build on the school's success. Your strong partnership, working with a number of other local schools, reflects your collaborative ethos where staff, governors, parents and the wider community work together in the best interests of the pupils. Your school's vision that pupils will 'learn well, behave brilliantly and be happy' sets out clearly the positive experience you provide for all pupils at Parkview Primary. Pupils enjoy school, recognise that they are taught well and appreciate the concern that you and your staff show for their welfare. As a result, pupils are rightly proud of their school.

Our visits to several classes provided good examples of the way in which your vision shapes and guides teaching and learning. In the Reception class, children were busy making preparations for a wedding, as part of their Diwali topic work. They were constructing wedding carriages, designing wedding dresses and tasting wedding food. In Year 2, pupils were rising to the challenge of solving a range of mathematical problems. The teacher encouraged collaborative working and used high-quality questioning to probe and develop pupils' understanding further and

faster. As a result, pupils were highly motivated and made good progress.

You place a strong emphasis on developing high-quality teaching. Teachers are keen to introduce new initiatives and teaching approaches to enhance their knowledge and skills. Your partnership work with a variety of other schools supports this well. As a result, the quality of teaching is consistently good, with some that is outstanding.

Areas for improvement from the previous inspection have been effectively tackled. You and other senior leaders have evaluated the school accurately and have the capacity to make improvements successfully.

The information on the school website about the curriculum and how the school spends the sports premium funding does not meet the requirements set out by the government. This needs to be addressed quickly so that parents have access to the correct information.

Safeguarding is effective.

The leadership team ensures that safeguarding arrangements are fit for purpose. The single central record indicates that all required checks are made to ensure that staff are suitable to work with children. You ensure that staff receive the appropriate training, including training relating to protecting pupils from extremism and radicalisation. Detailed case studies of pupils whose circumstances make them potentially vulnerable show that they are given the support they need, including from outside agencies. All the staff I spoke with understood the basic principles of child protection. Consequently, they are vigilant and know the actions they need to take if they think a child protection issue has arisen.

Pupils are taught effectively about everyday risks and how to manage these in a sensible way. Pupils with whom I spoke said they felt safe in all parts of the school. They are alert to the dangers of using the internet and know what to do if they see anything that concerns them. Pupils are confident that any rare incidents of bullying will be dealt with quickly and effectively. The school's own records confirm this. Pupils are considerate and respectful towards each other. They manage their own behaviour very well and play an active part in maintaining the positive and friendly atmosphere in school.

You demonstrate tenacity in pursuing good attendance for all pupils. Consequently, pupils' attendance is above the national average.

Inspection findings

- You are providing the school with strong and effective leadership. Your vision is shared by all staff, governors and pupils. As a result, pupils make good progress, behave well and enjoy learning together.
- You and other senior leaders know the school well. You rightly celebrate the school's many successes, for example the pupils' participation and achievement

in music, including the school orchestra. You also accurately identify aspects of weaker practice and work systematically to address them.

- All staff spoken to, and those who completed the questionnaire, feel valued and enjoy working at Parkview Primary. Consequently, morale is high.
- Governors bring a pertinent range of professional skills and expertise to their work and use this to effectively support and challenge the school. This is demonstrated by the way in which they make strategic decisions about staffing and developing leadership capacity to best serve pupils in the school. Governors check thoroughly how the school uses its money, including that provided by the pupil premium and primary school sports funding.
- All of the school's work is sprinkled with references to its values and beliefs. This successfully supports pupils to be responsible citizens, through understanding that the values and beliefs associated with their school are shared within British culture.
- In both the Nursery and the Reception classes, staff have a good understanding of how young children learn. They use their skills of observation, assessment and planning for next steps to effectively challenge children's learning and development. As a result, the proportion of children achieving a good level of development by the end of the Reception Year is consistently above average. However, the outdoor area is not being fully utilised to support the attainment of boys in writing through providing enough opportunities for them to develop their large and small coordination skills.
- A successful whole-school approach to phonics is ensuring that the proportion of pupils reaching the expected standard in phonics in Year 1 is above average. Pupils told me that they generally enjoy reading at school and at home. The pupils who have special educational needs and/or disabilities who read to me were confident. They used their knowledge of phonics well to help them read unfamiliar words. The most able pupils who read to me were challenged to read books of an appropriate level of difficulty in order to fully develop their reading skills.
- The school tracks the progress of individual pupils carefully. For example, disadvantaged pupils, who are eligible for the pupil premium funding, are generally supported well to make good progress. The leader responsible for the provision for pupils who have special educational needs and/or disabilities keeps a very close eye on the progress of individual pupils. Effective support programmes are put in place which help pupils achieve well, including the 'Little Acorns' and 'Jitterbugs' nurture groups.
- Overall outcomes for pupils are good. The proportion of pupils working at the expected standard, or above, in reading, writing and mathematics is greater than other schools nationally. However, across the school, boys do not make as good progress or achieve as high standards in writing as girls. You have introduced a range of initiatives to address this. For example, you have reviewed the texts used in literacy to better ensure that they capture boys' interests. Current work in pupils' books shows that boys are beginning to write at greater length and

with more fluency and purpose. However, you know that this remains a key priority for school improvement.

- Pupils' attitudes to learning and their behaviour around school are good. Pupils respect the school environment and resources, and treat each other with respect and kindness.
- Pupils' work is attractively displayed around the school. It reflects the breadth of provision that is provided for pupils' spiritual, moral, social and cultural development. Pupils learn about their local community, are involved in decision-making through the school council and explore a wide range of different cultures through their work on Diwali, Judaism and Shinto.
- Music is a notable strength of the school. All pupils have the opportunity to learn to play the recorder in key stage 1 and hand bells in key stage 2. Many pupils learn to play other instruments, such as the piano, guitar, clarinet and drums. Pupils enjoy singing and playing in a variety of concerts, including at the Guild Hall in Derby.
- The local authority adviser provides the school with well-focused and effective support.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the progress and standards in writing for boys improve
- children in the early years, particularly boys, are given more opportunities to develop their basic writing skills outdoors
- the school's website has all the required information that parents need about the curriculum and sports premium funding.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derby. This letter will be published on the Ofsted website.

Yours sincerely

Dorothy Bathgate
Her Majesty's Inspector

Information about the inspection

During this inspection, I looked closely at specific aspects of the school's provision including: safeguarding arrangements, the progress and attainment of boys in writing and the effectiveness of the school's actions to support pupils who are identified as falling behind.

I met with you and the acting headteacher, the English subject leader and the leader responsible for the provision for pupils who have special educational needs and/or disabilities, the chair of the governing body, a group of pupils and a representative of the local authority. We conducted a tour of the school together and visited all classes to see pupils and staff at work. I observed pupils' behaviour around the school, at breaktimes and during lessons. I met a number of parents informally at the beginning of the school day and considered the views of 40 parents posted on Ofsted's online survey, Parent View. I considered nine staff questionnaires. I evaluated a range of documents, including safeguarding records and policies.