

Inspection of a good school: Park View Primary School

Park View Road, Prestwich, Manchester M25 1FA

Inspection dates:

22 and 23 March 2022

Outcome

Park View Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They make the most of the playing fields and the wooded areas, which they look after well. Pupils are thoughtful, curious and welcoming. They like discovering new things and playing with their friends.

Pupils have a strong understanding of fairness. They learn about the broad range of cultures in Britain. They also find out about different religions. Pupils take part in many charitable activities. They do all that they can to help to protect the environment. For example, pupils help to keep local streets free of litter.

Pupils feel happy and safe at school. They know that they can talk to a trusted adult if they are worried about anything. Pupils know that if bullying should happen, adults will deal with it quickly and effectively.

Staff have high expectations of pupils' behaviour and achievement. As a result, most pupils, including those with special educational needs and/or disabilities (SEND), behave well. They also achieve well in most subjects.

Many opportunities are available for pupils to refine their sporting skills and pursue their interests. For example, they take part in fencing, mini-golf and netball. Pupils also enjoy educational visits to museums and local places of interest.

What does the school do well and what does it need to do better?

In most subjects, leaders and governors know precisely what they want pupils, including children in the early years, to learn. In these subjects, leaders have crafted a well organised and ambitious curriculum. This helps pupils to know and remember more as they move through the school.

In most subjects, teachers use effective strategies to assess pupils' learning. They identify any gaps that pupils have in their knowledge and skills and adapt the curriculum

accordingly. This supports pupils to catch up. In some subjects, leaders are still developing their expertise in the use of assessment strategies. Due to this, the curriculum is sometimes not amended to take account of what pupils already know.

Leaders' work to develop pupils' and children's reading skills and appreciation of books is having a positive impact. Children begin learning phonics as soon as they start in the early years. Children learn new letters and sounds every day and continually practise the ones that they already know. Pupils are confident readers. They spoke to the inspector with authority about the books they read. Pupils are familiar with the work of different authors and enjoy a variety of writing styles.

Leaders are also alert to pupils who may have SEND. They identify the needs of these pupils accurately. Leaders work closely with parents, carers and external agencies to ensure that pupils with SEND get the support that they need to access the curriculum. For example, leaders have set up a specially resourced provision for pupils with SEND (specially resourced provision) known as the Rainbow Room. Here, caring and experienced staff cater for pupils' academic, social and emotional needs, so that they can thrive in school. Leaders organise the curriculum carefully, so that these pupils do not miss out on any aspect of their learning. Pupils with SEND develop their knowledge well.

Lessons are rarely disrupted by poor behaviour. Pupils, and children in the early years, know that they should pay attention and focus on their learning. This is evident in the Reception classes, for example, where children are attentive during phonics lessons and story time.

A wide range of extra-curricular activities and events enrich pupils' learning. Pupils practise their musical skills on different instruments, including the flute and clarinet. They pursue their interests at board games, cookery, gardening, arts and crafts and yoga clubs. Pupils find out how to be responsible citizens. They have opportunities to be school council members and reading buddies. They also raise funds for different good causes, such as children's charities. Pupils visit different places of worship, including a mosque, a church and a synagogue.

Staff said that leaders support them well and are mindful of their well-being, workload and professional development needs. Teachers and teaching assistants feel confident to teach the curriculum, including the new phonics programme, because they have been provided with the necessary training.

Governors know the school's strengths. They also know where improvements need to be made. They provide suitable challenge to leaders to hold them to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. They make sure that staff are trained well and that they understand their responsibilities to keep pupils safe. Safeguarding leaders ensure that staff are familiar with current government guidelines, as well as the

school's procedures, for protecting pupils from harm. This helps to ensure that staff are skilled at identifying potential signs of neglect and reporting such concerns.

Leaders keep close checks on pupils who may be vulnerable. They are quick to contact external agencies for advice when necessary. The curriculum supports pupils' understanding of safe and unsafe situations and the potential dangers of using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the assessment strategies used to check pupils' learning are at an early stage of development. This means that teachers are not able to adapt the curriculum to make sure that it builds on what pupils already know. Leaders should ensure that staff are supported to check that pupils are learning the intended curriculum in these subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105307
Local authority	Bury
Inspection number	10211220
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair of governing body	Jeffrey Rose
Headteacher	David Stephens
Website	www.parkviewprimary.com
Date of previous inspection	18 January 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use alternative provision.
- Leaders have created their own specially resourced provision. This provision offers support for up to ten pupils with SEND. This includes pupils with autism spectrum disorder, anxiety and social, emotional and mental health difficulties. A small proportion of pupils who attend this provision have an education, health and care plan.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the head of school, the executive headteacher, the special educational needs coordinator and the learning mentor. The inspector held a meeting with four governors, including the chair of the governing body.
- The inspector held a telephone conversation with a representative of the local authority.

- The inspector carried out deep dives into these subjects: early reading, history and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with leaders about the curriculum in some other subjects. He also spoke with staff about their workload and well-being.
- The inspector spoke with parents to gather their views about the school. He considered responses to Ofsted Parent View as well as free-text comments from parents. The inspector reviewed responses from staff and pupils to Ofsted surveys.
- The inspector examined a range of policies and documents. He also scrutinised safeguarding information, including the school's safeguarding policy. The inspector spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. He also talked with pupils about their safety and welfare.

Inspection team

Lenford White, lead inspector

Ofsted Inspector

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