



Park View Primary School

Inspection Report

Unique Reference Number 104421
LEA Knowsley
Inspection number 277151
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Mrs Sarah Drake CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Park View
School category	Community		Huyton
Age range of pupils	3 to 11		Liverpool, Merseyside L36 2LL
Gender of pupils	Mixed	Telephone number	0151 477 8120
Number on roll	372	Fax number	0151 477 8122
Appropriate authority	The governing body	Chair of governors	Cllr Mike Kearns
Date of previous inspection	6 March 2000	Headteacher	Mr James Shaw (Acting)

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Park View is a large school located in an area of high social deprivation. Exceptionally high numbers of pupils are eligible for a free school meal. The proportion of pupils with learning difficulties and/or disabilities, including those with statements, is very high. Almost all pupils are of white British heritage.

The school is in an Excellence in Cities area and is part of North Huyton Learning Collaborative. It holds the Healthy School Award, is a Creative Partnership school and has gained a Leading Aspect Award for music.

Since the last inspection, the numbers on roll have reduced by a third. Over the past two years, the school has had four headteachers combined with high staff turnover and sickness absence. The acting headteacher took up post two weeks prior to this inspection and will return to his own school in April 2006. Refurbishment work, ongoing since July 2005, has caused significant disruption.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. Inspectors disagree with the school's view that it is providing satisfactorily for its pupils, with good care, support and guidance, and a good capacity to improve.

Pupils fail to make satisfactory progress in their learning and the standards achieved in 2005 did not reach the identified targets based on pupils' prior attainment. Frequent changes of leadership, combined with high levels of staff absence, have led to insufficient consistency of approach. This, in turn, has led to inadequate teaching and learning or support and guidance for pupils. Inadequate leadership and management over recent years mean that the school has gone backwards since the last inspection. With this track record and no permanent senior managers in place, its capacity to improve is inadequate.

The school's shared working with its local learning collaboratives and partnerships, Excellence in Cities and outside agencies provides some helpful support but lack of clear leadership means that this is uncoordinated and limits its effectiveness. The quality of provision and standards in the Foundation Stage are inadequate due to staff absence, gaps in expertise and lack of permanent leadership and management. Pupils' personal development is just satisfactory but staff need to give them constant reminders to help them achieve this. The curriculum is satisfactory and there are some strengths evident in the quality of music and art. Inadequate monitoring and guidance and a lack of continuity mean that many pupils do not make good enough progress, although staff work hard to support pupils. Expenditure is higher than average and the outcomes for pupils are unsatisfactory; the school does not provide value for money.

What the school should do to improve further

Raise standards and pupils' achievement across the school especially in English and mathematics by:

- establishing a strong, stable and positive team providing coherent leadership and management
- implementing systems to assess and track accurately pupils' progress, and using the information to direct future action
- raising the proportion of good or better teaching so that it enables all pupils to make good progress
- ensuring that the support available to pupils helps them to understand how they can improve their work.

Achievement and standards

Grade: 4

The achievement and standards of the pupils are inadequate. The great majority of children enter the nursery with low level skills in all areas of learning. The large proportion of pupils with learning difficulties and/or disabilities throughout the school has an inevitable impact on the standards attained when compared to national averages.

By the time they start in Year 1, pupils have made insufficient progress overall and their attainment is well below the expected levels. Currently, however, children in the Foundation Stage are making satisfactory progress because of the improved teaching from the mixture of temporary and new staff.

Progress in Key Stage 1 is inadequate. In 2004, standards in the national tests at the end of Year 2 were significantly below average in reading, writing and mathematics with very few pupils achieving the higher levels. The results for 2005 are lower than in 2004 across all areas. Inspection evidence indicates that standards for the current Year 2 pupils are well below average, despite some recent improvements in teaching, because they have made insufficient progress in earlier years.

Progress in Key Stage 2 is unsatisfactory for all pupils, including those with learning difficulties and/or disabilities. In 2004, the standards attained by pupils were well below average in mathematics and significantly so in English, although in science pupils' results were close to the national average. The results for 2005 show that pupils' achievement deteriorated. Standards in all three subjects dropped, dramatically so in mathematics and targets set by the school, based on pupils' prior attainment at Key Stage 1, were not met. Based on available evidence, standards for the current Year 6 pupils are unlikely to improve. Targets for pupils are not set convincingly because the school does not have secure evidence of pupils' progress on which they can be based.

Personal development and well-being

Grade: 3

Inspectors agree with the school's evaluation that pupils' personal development is satisfactory. Pupils are supportive of their school and appreciative of staff's helpfulness to them. They are tolerant of those with learning difficulties and/or disabilities. Younger pupils enjoy their learning but older pupils' attitudes are generally lacklustre and learning is usually a chore. Throughout the school, pupils need frequent reminders about how to sustain their concentration, cooperate with others and set about learning effectively. Attendance levels are below the national average but have improved since the last inspection.

Overall, pupils' behaviour is satisfactory. Actions taken over very recent weeks are having an impact but staff have to expend much time reminding pupils to refrain from acting impulsively. In assemblies, pupils behave well and enjoy themselves. They listen with interest to their teachers' strong moral and social messages and take time to reflect on the implications for their own life. Singing makes a strong contribution to

pupils' enjoyment, their spiritual, moral, social and cultural development and the overall spirit of the school.

Pupils take on responsibilities, such as play leaders and buddies, with pride and carry out their duties whole-heartedly. They understand how to act safely and are aware of the requirements for healthy living. Participation is high in extra sporting activities after school. Through involvement in the Mayor's Award, citizenship award and performances both in school and farther afield, pupils make a positive contribution to the community. As yet, their basic skills are not strong enough to prepare them adequately for future schooling and the workplace.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning for pupils of all abilities are inadequate. Frequent staff changes and inadequate leadership have led to lack of continuity. Provision is insufficiently well monitored to bring about sustainable improvements, although in recent weeks some teachers have begun working to identify and remedy the gaps in the pupils' knowledge, which slow their progress. Due to weaker teaching and significant long-term staff absence, this is much less evident in Key Stage 2 than in the Foundation Stage and Key Stage 1.

Although teaching observed in the Foundation Stage and Key Stage 1 was good overall, with teachers and teaching assistants working together well, teaching for older pupils often lacked pace and challenge. Teachers' expectations here are not high enough to promote good progress. Across the school, behaviour management is very time consuming and this also slows the pace of pupils' learning.

Over the past two years, the school's assessment and tracking procedures have disintegrated. Teachers have minimal information about pupils' attainment and progress so cannot use this as a basis on which to plan their lessons. This, combined with marking of pupils' work which does not always tell them clearly what they need to do to improve, significantly inhibits the progress that pupils can make.

Curriculum and other activities

Grade: 3

The curriculum complies with requirements and pays suitable attention to promoting pupils' health, relationships and drug awareness. While the curriculum includes all the required features, shortcomings in the monitoring of pupils' work impact on teachers' ability to plan effectively to ensure pupils make sustained progress. Older pupils say that some of their work is repeated and it is clear from observations that there are significant gaps in their skills, knowledge and understanding.

The newly acquired information, communication and technology (ICT) suite is not yet used sufficiently well to raise standards in ICT or contribute to pupils' learning and

enjoyment. Interactive whiteboards are beginning to be used by staff but, other than in art, there is little evidence of pupils using ICT across all subjects.

Pupils' learning is enlivened and enriched through work in art and music. These areas are strengths of the school. There is a satisfactory range of extra activities, particularly sports. Visitors, such as those to Year 5's recent Victorian day, help to bring pupils' learning to life, as do educational visits which also help to develop their self-confidence.

Care, guidance and support

Grade: 4

Care, guidance and support are inadequate. Although the school shows commitment to pupils' well-being, frequent changes of leadership and staff have had an impact on the quality of support that is available. Pupils have had to cope with changing expectations and the absence of adequate monitoring of their progress so that they are not clear about what they need to do in order to improve. The provision to support those with learning difficulties and/or disabilities, a significant proportion of the school, is variable and, overall, these pupils do not receive sufficient support to allow them to make good enough progress.

Arrangements to ensure health and safety are satisfactory. Procedures to ensure child protection are in place. Supervision in the playground is satisfactory, with increasing engagement of pupils in games, and suitable care is taken of those who have accidents. The Learning and Family Mentors provide good support leading to improved attendance, reductions in angry outbursts and rising aspirations.

Leadership and management

Grade: 4

Leadership and management are unsatisfactory. Frequent changes of leadership have led to discontinuity in the management of the school. Subject leaders have had insufficient impact on developments in their areas of responsibility. The evaluation of the school's work has not been based firmly enough on information gained from tracking accurately pupils' progress. It has taken too little account of the views of stakeholders. Despite intensive support from the local authority over the past year, the school has made unsatisfactory progress towards the issues identified for improvement. This has had a major impact on the provision for pupils and, consequently, the standards they achieve.

Monitoring of teaching and learning has not been sufficiently consistent to identify strengths and areas for improvement. The teaching and learning policy has not been reviewed since 1995 and many other policies are outdated. Performance reviews have not been conducted for all staff, although the acting deputy has carried these out with support staff.

The tracking of pupils' progress is fragmented. The school was unable to supply evidence of any previous effective assessment and monitoring of pupils' performance. The Raising Achievement Plan has identified the development of pupil tracking and

use of data as a priority and the beginnings of a system have been put into place this term.

Governance is inadequate. In response to a large budget deficit, governors have taken difficult decisions about staffing and resources which should balance the budget in three years. However, during a period when things were clearly going wrong for the school they have had too little impact on improving its provision for pupils.

After two weeks leadership by the temporary acting headteacher, staff are beginning to pull together and establish good practices. However, after two years of decline and with neither substantive headteacher nor deputy, the school's potential for improvement is too fragile to be satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	4	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	4	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly towards us when we visited you. We realise that you have had to cope with lots of new people in your school recently. It is not always easy to have visitors watching what goes on and asking you questions.

Here is a list of the things that we liked about your school.

- You sing very well and clearly enjoy doing so.
- Your artwork is also of good quality.
- Your behaviour is satisfactory because staff are good at helping you remember the right way to do things.
- Staff work hard to look after you and they help you learn new games in the playground.
- Particularly in the Nursery, Reception and Years 1 and 2, your teachers organise interesting lessons so that your learning is fun.
- All staff want to provide you with good quality education.

Because there have been many changes of headteacher and other staff, there are quite a lot of things that need to improve. This is what we have asked the school to do now to make sure that you receive the quality of education that you deserve.

- Appoint a permanent headteacher and deputy who will be able to give the other staff clear and positive leadership.
- Monitor your progress accurately and use the information when planning lessons or changes to how things are done.
- Help all your teachers to be as skilled as the best ones are.
- Help you to understand more clearly what you need to do to improve your work.