



Parkview Primary School

Inspection Report

Unique Reference Number 131799
Local Authority City of Derby
Inspection number 293851
Inspection dates 2–3 November 2006
Reporting inspector Sue Hall

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

Type of school	Primary	School address	Springwood Drive
School category	Community		Oakwood, Derby
Age range of pupils	3–11		Derbyshire DE21 2RQ
Gender of pupils	Mixed	Telephone number	01332 835439
Number on roll (school)	249	Fax number	01332 835439
Appropriate authority	The governing body	Chair	Mr Stephen Baines
		Headteacher	Mrs Clare Griffiths
Date of previous school inspection	5 February 2001		

Age group	Inspection dates	Inspection number
3–11	2–3 November 2006	293851

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average sized school serving an outer suburb of Derby. Few pupils are currently eligible for free school meals. Attainment on entry is above national expectations. The large majority of pupils are from White British backgrounds with five speaking English as an additional language. The proportion which has learning difficulties and/or disabilities is below the national picture. The proportion of pupils joining or leaving the school other than at the expected time is above average prior to moving to secondary education. The school was built in 1999 and is involved in many local and national projects and award schemes including as a Health Promoting School.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parkview Primary is a good school which is popular and over-subscribed. The school provides both good value for money and has the capacity for further improvement. Parents are supportive, with one noting 'we are very happy with the school and feel privileged that our children have a place there'.

Personal development is good and there are some outstanding features. Attendance is excellent because pupils enjoy school, becoming confident and articulate learners. Most pupils behave very well although some offer few ideas. Pupils are well prepared for their futures, through the learning of basic, physical, creative and computer skills, and in cooperating together.

The school has a good proportion of very able learners. On entering the school many pupils have above average skills especially in mathematics and practical activities. They make good overall progress in the Foundation Stage and most exceed the targets expected when they enter Year 1. Standards at the ages of seven are above average and at age 11 are often well above average in mathematics and science. The progress the pupils make as they move through the school is good and most achieve well. However, throughout the school standards in writing are not as high as they are in other subjects. More remains to be done to ensure that all pupils and particularly those of higher ability achieve all they can in writing.

The curriculum is good overall. The school is very involved in many local and national projects which are successful in ensuring an excellent range of extra-curricular activities. The quality of teaching and learning is good, and is particularly strong in Nursery. The care, guidance and support of pupils are good overall especially in the pastoral care of pupils. While the school has good systems to track the progress pupils make, the information gained is not yet used well enough to ensure a consistently high level of challenge, especially in writing.

Leadership and management of the school are good. The school is led well by an experienced headteacher and very able deputy head. Governance and school development planning have improved since the previous inspection and are now good. Staff monitor and evaluate the work of the school. However, at times this lacks rigour in identifying exactly what needs to be done, to ensure the best progress.

What the school should do to improve further

- Bring achievement in writing in line with that in other subjects.
- Make full use of all available information on how well pupils are doing to plan activities which provide the best level of challenge for all and especially the more able.

Achievement and standards

Grade: 2

Pupils enter the nursery with skills and knowledge that are above national expectations, especially in early mathematics, science and technology, although with more limited imaginative skills or interest in writing. They make good progress in the Foundation Stage and most exceed the targets expected for their age.

Standards are above average overall and by age 11 are often well above average in mathematics and especially science. Most pupils also read well. But fewer pupils, and especially boys, do well in writing where standards are not as high as at the previous inspection. While pupils write for a range of reasons, their work often lacks the depth necessary to attain the higher levels. The school has put in place a number of projects to support writing including encouraging parents to support writing at home. However, many of these initiatives are relatively recent and as yet have not had time to impact on standards. Overall pupils achieve well. Those with learning difficulties or disabilities do well in relation to their abilities, but at times higher attaining pupils do not achieve all they can.

Personal development and well-being

Grade: 2

Pupils feel safe and secure in school and they enjoy outstanding relationships. They learn how to live a healthy lifestyle through a wide range of activities, including physical education lessons and an excellent range of out-of-school sporting activities. They have much encouragement to eat healthily, and several attend a food and nutrition club. Many gain great pleasure from an outstanding range of very active residential visits. Displays of pupils work are of a high standard and they take pride in having their efforts on show. Behaviour is generally very good although some pupils are passive and offer little to discussions. While some try hard to present their work neatly this is not consistent.

Pupils' awareness of moral ideas and social issues is very good, and they learn well about other cultures. Pupils make a very positive contribution to the school community through, for instance, the school council and reading partners. Many pupils are involved well in improving the local environment, and actively raising money for charities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Consistently good planning and lively activities enthuse pupils to learn enabling them to make good progress. There is very effective teaching in the nursery where expectations are high and teachers and support staff work effectively as a team. Occasionally, in lessons where introductions are too

long or expectations are not clear, pupils lose concentration and the quality and presentation of work produced does not reflect their ability.

Strategies for raising standards, including in writing, are bedding in well and teachers are starting to use good quality assessment with greater precision in all subjects. In classes where marking is thorough and target setting is well established, pupils are highly motivated because they know clearly what they have to do to improve. However, the approach is not yet entirely consistent.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. In the Foundation Stage, varied and exciting activities give children a secure start. The school has adapted its curriculum well to meet the differing needs and interests of pupils. Learning is fun. Innovative experiences, such as 'Disability Day' and 'Writer of the Week', bring the curriculum alive. Well planned topics provide good opportunities for pupils to gain independence and develop future life skills. Pupils with learning difficulties and disabilities are catered for well. However, occasionally, activities for more able pupils need even greater challenge.

Care, guidance and support

Grade: 2

The overall care and guidance for pupils is good with strengths in their pastoral care. The school has exceptionally secure and up-to-date procedures to safeguard pupils' welfare and safety. Staff are well trained in pastoral matters, and pupils are confident that they can approach anyone if they have problems.

There are good systems for tracking pupils' progress, particularly in English, mathematics and science. Learners are increasingly involved in reviewing their own targets and their progress towards them. Although one pupil said, 'We know our targets, and teachers push us to the limits', this is not always the case for the most able. Pupils feel that they are well guided in their lessons, and in their choices of future schools. Support staff are very capable, and many work effectively with pupils, particularly those with learning difficulties or disabilities. However, the number of support assistants has declined because of budgetary constraints, which is of concern to parents of high attaining pupils.

Leadership and management

Grade: 2

Leadership and management of the school are good. The experienced headteacher is well regarded by parents and is supported very effectively by a talented deputy head. Leadership of the Foundation Stage is excellent and ensures provision for the youngest pupils is of high quality. The bursar plays a very effective role not only in managing school finances and supporting the day-to-day life of the school but also in ensuring

statutory requirements, including checks of those who work with the pupils, are fully met.

Governance of the school is good. Governors are supportive and have developed their role as a critical friend of the school. The school has good systems to monitor the effectiveness of what is provided so that school self evaluation is generally good, although at times a little generous. Occasionally some monitoring lacks the evaluative rigour necessary to identify the exact steps needed to bring about further improvement. A focus has rightly been placed on literacy and staff have scrutinised samples of pupils' work. However, they have not always used the information available with enough precision to identify that some work especially, from higher attaining pupils, lacks the depth needed to make further progress.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 November 2006

Dear Pupils

Parkview Primary School, Springwood Drive, Oakwood, Derby, DE21 2RQ

Thank you very much for looking after us when we visited your school recently. We enjoyed speaking to several of you in lessons, at lunchtime, in the playground and in group discussions, including with the executive of the school council. We were very pleased to hear that you feel proud of your school and enjoy your time there.

These are the things that we found are best about your school

- You do well in mathematics, and especially in science.
- There is an excellent range of after school activities.
- The school ensures you are kept safe and develop skills that will help you as you grow up.
- Attendance is excellent well done!

This is what we think could be improved

- You could do even better in writing.
- Staff could make more use of information about the progress you make to ensure they set hard enough work for you all.

Thank you again for being so helpful and friendly when we came to see you. Remember that you can do a lot to help your school to continue to be good and perhaps improve even more by trying really hard all the time.

Yours sincerely

Sue Hall

Lead inspector