

# Park View Primary School

## Inspection report

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<b>Unique Reference Number</b>	104421
<b>Local Authority</b>	Knowsley
<b>Inspection number</b>	317645
<b>Inspection dates</b>	11–12 December 2007
<b>Reporting inspector</b>	Michael McIlroy HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	288
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Irene Tuzio
<b>Headteacher</b>	Mr Jimmy Shaw
<b>Date of previous school inspection</b>	14 November 2005
<b>School address</b>	Park View Huyton Liverpool Merseyside L36 2LL
<b>Telephone number</b>	0151 4778120
<b>Fax number</b>	0151 4778122

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<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

The school is larger than average and serves an area where deprivation is three times that found nationally. Almost all pupils are of White British heritage and the number of pupils entitled to free school meals is three times the average. The level of pupils with learning difficulties and/or disabilities is more than twice the average. The proportion of pupils with statements of educational need is higher than in most schools.

The school holds a number of awards, including the Activemark and the Silver Artsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In the inspection of November 2005, the school was judged to require special measures and asked to: improve leadership and management; raise standards in English and mathematics; improve teaching; develop assessment and tracking systems; and ensure that the support available to pupils helped them to understand how to improve their work. In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. It is now providing an acceptable standard of education for its pupils.

Key to the improvement of the school has been the pivotal role played by the headteacher and deputy headteacher. Together they have effectively and systematically tackled its weaknesses and created the conditions for good learning. They have strengthened leadership by developing an effective and supportive senior management team, restored stability in staffing and created a strong team spirit amongst teachers and governors. Consequently, staff morale is high in this improving school. Major improvements have been made to pupils' behaviour and attendance. A positive, calm, attractive and welcoming learning environment, where pupils can thrive, has been created.

Good progress has been made in addressing the issues identified in the last inspection. Robust monitoring procedures and appropriate training have improved the quality of teaching and learning. This is now satisfactory overall. The consistent application by staff of the firm, but fair, discipline policy has ensured that much less time is lost in lessons on account of inappropriate behaviour. Planning is more thorough and greater account is taken of the needs of individual pupils. Work is not, however, always matched sufficiently well to the different needs of pupils. This is a particular weakness for some of the least able pupils. Good assessment and tracking systems have been developed. These enable the school to identify and tackle underachievement. Consequently, the school holds staff accountable for the progress made by pupils in their classrooms. This has impacted well on standards at Key Stage 2.

Children receive a good start to their education in the Foundation Stage where they achieve well. Progress is steady at Key Stage 1 and in the younger classes at Key Stage 2 but improves well as pupils move into Years 5 and 6. Standards have risen sharply at Key Stage 2 and the school achieved most of its academic targets. Nonetheless, standards overall remain well below average, particularly in mathematics and English. Pupils' attainment is also very low in writing and in mathematics in Key Stage 1. The care, guidance and support that pupils receive have also improved and are now satisfactory. However, there are inconsistencies in the academic guidance which pupils receive. Not all marking enables pupils to understand what it is they must do in order to improve.

The personal development and well-being of pupils are good. Pupils are proud of their school and the part they have played in its improvement. Their enjoyment of school is reflected in their good attendance and in the good take-up of the many extra-curricular activities offered by the satisfactory curriculum. Pupils understand well the importance of leading healthy lifestyles. The strong influence of the school's behaviour code, the 'Park View Values', is seen in pupils' good behaviour and their good understanding of teamwork and fair play.

Pupils and parents are very positive about the school and trust the staff. Parents, in particular, talk about the improvements in the school, how happy their children are and the approachability and effectiveness of the headteacher and the staff. Governance is good and finances are well

administered. The school has good capacity to improve further and now offers satisfactory value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage is well led and organised. The majority of children enter with abilities in learning that are well below what is expected for their age group. Effective teaching ensures that they make good progress in their learning and personal development. Nonetheless, by the time they leave the Foundation Stage, most children are still working below national expectations due to their low starting point. Good links with parents, developed by a programme of home visits before they begin school, ensure that children new to the school settle quickly into school life. A well-considered 'induction' topic successfully introduces children to the school's code of values and its routines. The effectiveness of this approach can be seen in children's good behaviour. Children's needs, including those of learners with learning difficulties and/or disabilities, are carefully assessed and their achievements are diligently tracked and recorded. A varied curriculum offers children a rich and stimulating diet of experiences and activities, such as visits to a local farm. Topics, such as 'people who help us', are interwoven well into daily activities and supported by visits from outside agencies, such as the police. An appropriately strong emphasis is placed on developing children's speaking and listening skills and personal development and well-being, which is reflected in their good attitudes to learning and their improving communication and language skills.

## **What the school should do to improve further**

- Raise standards in writing and mathematics, particularly in Key Stage 1.
- Improve the academic guidance which pupils receive so that all pupils know what they have to do in order to improve.
- Increase the level of challenge for lower achieving pupils, particularly in Key Stage 1.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

When pupils' low starting point on entry is taken into consideration, they now make satisfactory progress overall during their time at school. The most recent statutory assessments in Key Stage 2 show that there has been a sharp improvement in standards. This has successfully reversed the declining trend of the previous three years. Results in science and mathematics improved significantly and those in English also rose, albeit more modestly. Standards in science are now average. Despite these improvements, overall standards, and especially those in mathematics, remain well below average. Data provided by the school and inspection evidence indicate that standards are set to rise further. The progress made by pupils in their learning has also improved strongly and is now satisfactory. Achievement in science is above average and that in English average. Whilst pupils' progress in mathematics has improved, it remains below average. Pupils with learning difficulties and/or disabilities also make satisfactory progress and some make good progress. In Key Stage 1, satisfactory teaching enables most pupils to make adequate progress. In 2007, standards remained similar to the very low results recorded in the previous

year, partly due to weaknesses in the year group. Pupils' attainment was weakest in writing and mathematics.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are at the heart of the school's character and it promotes this area of its work well. The spiritual, moral, social and cultural development of pupils is good. Pupils are keen to extend a courteous welcome to visitors and their behaviour is good. They know right from wrong and are tolerant and respectful of others. Pupils enjoy school. In one Year 6 mathematics lesson, they spontaneously and appropriately laughed out loud. In an uplifting rehearsal for the Christmas musical, pupils sang with gusto and the high morale and cheerfulness of staff was also very noticeable. Attendance is good and is improving, due to rigorous monitoring systems and the celebration of good attendance and punctuality. Some small issues about bullying are a concern to some pupils and parents. These are being dealt with vigorously by the school. Healthy menus, lessons and assemblies on healthy eating and the good sporting provision encourage pupils to adopt healthy lifestyles well. Although standards are below average, the school provides numerous opportunities to prepare pupils for their future economic well-being. These include raising their confidence, improving their speaking and listening skills and the development of financial and enterprise skills through the tuck shop and 'Skill Zone' sponsorship. Pupils in Year 6 also produced and sold a newspaper, which highlighted their good work on a topic about the First World War. Pupils make a satisfactory contribution to the community through the elected school council and participation in local competitions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall, although much is good, especially in the Foundation Stage and Key Stage 2, where achievement and standards are improving rapidly. Assessment data is well used. The best teaching is conducted at a good pace with a variety of activities that keeps pupils on task and engaged in their learning. Teachers make effective use of information and communication technology (ICT), such as interactive whiteboards, to add visual stimulus and extra variety to lessons. Good teaching encourages pupils to want to learn and to behave well. Positive relationships between adults and learners also encourage good behaviour. Where teaching is less effective, teachers do not plan a wide enough variety of activities to meet the range of learners' needs. Additional adults are not always used effectively to support identified groups of learners, particularly lower attaining pupils, so that their impact on helping them to learn is limited. The pace of lessons is too slow to hold pupils' interest and, as a result, the rate of learning slows and occasionally pupils become distracted.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broad and balanced and meets statutory requirements. It is satisfactorily matched to the needs of learners and is enriched by a good range of extra-curricular activities, which is much appreciated by pupils. Pupils are able to develop their musical skills through

dramatic productions, the choir and tuition for brass instruments and guitars. Opportunities in sport include swimming, football, judo and dance. Some pupils also have the opportunity to learn French. There is a strong focus on art and much recent effort has been placed on improving displays in corridors and classrooms. These encourage pupils to try their best and make many areas of the school welcoming. Whole-school theme weeks, such as the recent 'Jurassic Park View' week on dinosaurs, help learners develop their creative skills and reflect the school's growing emphasis on developing pupils' creativity. The provision for ICT has been improved and opportunities are taken to give pupils experience of using interactive whiteboards which further extends their learning and computer skills. The personal, social and health education and citizenship programme effectively promotes pupils' emotional development and is well supported by the whole school and especially by the learning mentor. An appropriate amount of homework supports learning in class. Satisfactory opportunities exist for pupils who have learning difficulties and/or disabilities to make progress in their learning.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support that pupils receive are satisfactory and include some good features. Procedures for the safeguarding of pupils are appropriate and meet current requirements. Pupils are well supervised in and around school. Pupils' personal development is supported and monitored well and the school makes good use of outside agencies to promote the care of pupils. Sound links exist with secondary schools to facilitate pupils' move to the next stage of their education. There are effective systems to promote good behaviour and attendance. Teachers use praise and rewards well to raise pupils' self-esteem and to encourage polite and considerate attitudes. The school's inclusion team meets the emotional and academic needs of pupils with learning difficulties and/or disabilities through accurate observation of their needs and sensitive, planned support. Nonetheless, this is more consistent in Key Stage 2 than in Key Stage 1. Pupils' progress, including that of vulnerable learners, is accurately tracked and teachers use this information well to plan lessons and to identify underachievement.

The quality of marking is inconsistent. Much marking is simply supportive rather than constructive and some pupils do not receive enough guidance on what they must do next to improve their work. Occasionally, the written comments recorded in pupils' books contain language that is difficult for younger pupils to read and understand.

Teachers also do not consistently involve pupils in evaluating their own work or in planning how to improve it.

## **Leadership and management**

### **Grade: 2**

The school considers this area of its work to be good and inspectors agree. The effective, determined and reflective leadership of the headteacher and deputy headteacher have been instrumental in bringing about the school's improvement. They, and the effective senior leadership team, are deeply committed to improving standards and enriching the pastoral provision for pupils. Issues identified by the last inspection have been well addressed. The successful focus on improving behaviour and learning attitudes, enshrined in the 'Park View Values', has raised expectations of what can be achieved and has created a positive climate that fosters learning. For example, less teaching time is now lost in classes due to inappropriate

behaviour. Stability in staffing has also been restored and the development of a team approach has created a strong sense of common purpose amongst staff and governors.

Weaknesses in teaching have been identified and robustly tackled with the result that teaching is now satisfactory. Good use has been made of a national strategy designed to improve teaching and to raise standards. Regular checking of the school's work provides an accurate view of its strengths and of where it must improve. The development of good assessment and tracking procedures ensure that the school is well informed about the progress that different groups of pupils are making. This information has been well used to target underachievement, especially at Key Stage 2, and to increase the accountability of staff. Data are well used to set appropriately challenging academic targets. Suitable use is also made of assessment information in statutory performance management procedures to raise pupils' performance. As a consequence, standards are rising at the school.

Subject leadership of the core subjects is good. Some managers of foundation subjects lead their area well and have closely monitored work in their subject. Others are at the early stages of developing their roles and the school has apt plans to address this. Governance is effective. Governors strongly support and challenge the school's leadership. They are well informed about the school's progress through a variety of means. For example, every governor shadows a curriculum subject and several have visited lessons and met with subject managers. A number of the latter have also addressed governors' meetings on their subject area. Finances are well administered.

The school has also established strong links with parents who are very supportive of its work. They are kept well informed through regular newsletters. The parent mentor organises activities and classes which have a beneficial impact on their children's work. The school samples the views of parents and their children, acting on this information to improve provision. Good links exist with outside agencies, such as the local school 'learning collaboratives' and local authority consultants. These have been well used to train staff, for example in assessment, and also to provide greater enrichment opportunities in the curriculum for pupils.



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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

Well done! I would like to congratulate you for playing a big part in helping improve your school! Two years ago, the school was judged to need big improvements. On my most recent visit to your school, I was able to tell Mr Shaw that those big improvements have been made and that you have played a big part in helping the school get better. Some of the best things which we saw during our visit were:

- your behaviour is good
- your attendance has also improved and is now good
- you enjoy school and are proud of it
- you have a wide range of clubs and activities to be involved in
- your school is well led by the headteacher and other staff
- you are polite and helpful to visitors
- you get a good start to life in school in the Nursery.

We have asked the headteacher, staff and governors to make some changes so that your school gets even better. These are to:

- help you learn more in writing and mathematics, especially in Key Stage 1.
- ensure that all of you know what it is you have to do in order to improve your work.
- make sure that some of you are given harder work to do.

Once again, congratulations for playing a major role in making your school better. I would also like to thank you for being so polite, friendly and helpful when we visited.

I know you will work hard to help your school become even better in the future.