

# 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>	336307
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Mark Williams HMI

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

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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 of pupils on the school roll</b>	290
<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>	11 December 2007
<b>School address</b>	Park View Huyton Liverpool L36 2LL
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 20 lessons and held meetings with two governors, staff and groups of pupils, including members of the school council. Inspectors also spoke informally with a small number of parents and carers as they brought their children to school. They observed the school's work, and looked at pupils' work, assessment information, school policies, minutes of governing body meetings, reports from the local authority and information about individual pupils. Inspectors also scrutinised the responses to the inspection questionnaires which were returned. These included 33 from parents and carers, 21 from staff and 112 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teaching, the use of assessment and the curriculum enable all pupils, especially the more able and those with special educational needs and/or disabilities, to make good progress in English, mathematics and other areas of learning
- why pupils who are entitled to free school meals appear to make such good progress
- how well pupils of all ages display positive attitudes and attributes in their personal development and well-being, and particularly how well they understand and appreciate cultures other than their own locally, nationally and globally
- if care, guidance and support are judged by the school to be outstanding, how it is able to demonstrate this with its work with vulnerable pupils
- the accuracy of assessments in the Early Years Foundation Stage and how effectively provision for these young children matches their learning needs so they make progress commensurate with their capabilities and starting points.

## Information about the school

The school is larger than most other primary schools in England. Nearly all pupils are of White British heritage. The proportion of pupils entitled to free school meals is much higher than the national average. The proportion of pupils with special educational needs and/or disabilities is also high and accounts for nearly half of the school population.

The school is involved collaboratively with schools within the local authority. It holds a number of awards, including the Healthy Schools Award, the Activemark Award, Artsmark Gold Award, the Eco-Schools Bronze Award and the FA Charter Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It has made good progress since its previous inspection and enables pupils to make at least good progress in their learning and personal development. This is because the school is very well led by the headteacher, his vision is shared across the school and all staff contribute to outstanding levels of care, guidance and support.

The result is that; pupils, particularly the most vulnerable, who for example in the past have had very poor attendance, now attend school with significantly improved regularity, those for whom behaviour has been a concern are much less likely to be excluded and those with special educational needs and/or disabilities are supported so well in their learning that they make good and sometimes outstanding progress. It is not just vulnerable pupils who benefit. Pupils throughout the school enjoy high levels of self-esteem and confidence.

The quality of teaching is consistently good. Teachers and support staff work well together and make use of good-quality assessments to ensure that no pupil is left behind. The quality of marking is generally good, although it does not consistently make clear to pupils what they are to do to move on to the next steps of their learning. The curriculum engages pupils' interest well and is enhanced by good-quality visits and a wide range of extra-curricular activities. The curriculum identifies what different groups of pupils, including the more able, should learn, although the transfer of this information into lesson plans is still at a developing stage. Overall, though, and confirmed by good-quality work seen in pupils' books and in eye-catching displays, pupils are making at least good progress in their learning. The standards they attain by the time they leave school in English, mathematics and science have risen markedly over the last four years and are now broadly average.

Further results of the improvements in provision since the last inspection are the positive attitudes and attributes displayed by pupils. They are polite, articulate, confident and behave well. They have a good understanding of the different cultures that exist globally. They have enjoyed the opportunities to experience music and dance from around the world and dress up in various international costumes. Inspectors were struck by the pride they displayed in their school and in their work.

The Early Years Foundation Stage provision is of good quality and ensures that children make good progress in their learning and development, often from very low starting points. Adults make good use of assessments to plan learning activities which stimulate young minds and senses well.

The school has moved on greatly in just over four years. From languishing in special

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measures, it is now a vibrant community which knows its purpose and how to achieve success. Governors support the school well. Plans for future development are clear but do not always state what intended outcomes for pupils are. Nevertheless, the progress made since the previous inspection, coupled with rising standards, better rates of learning and outstanding levels of care, guidance and support, demonstrate this school's good and strengthening capacity to improve further.

**What does the school need to do to improve further?**

- To further improve the good rates of progress pupils make, teachers should ensure that:
  - marking is more consistent in making clear to pupils what they are to do to move on to the next steps of their learning.
- To further strengthen the school's good capacity for improvement, leaders and governors should ensure that:
  - their plans make clear what the intended outcomes for pupils are.

**Outcomes for individuals and groups of pupils****2**

Pupils in this school are confident, polite and articulate. They are proud of their school and their work. Their handwriting is neat and their presentation clear and interesting. These qualities are evident in their written and art work found in the many eye-catching displays around the school. Their use of expressive language is developing well. One example of this is a Year 6 pupil's response to a published poem when he wrote, 'A beautiful, brown falcon, soaring above my head, swooping and diving down to catch his prey.' This typifies the improvements in overall standards attained in English, mathematics and science since the last inspection. Over the last four years there has been a marked rise in standards from significantly below average to average. Pupils' learning has improved well, with good and sometimes outstanding progress being made as a result of, good teaching and assessment, a curriculum that is engaging and outstanding levels of care, guidance and support. Such is the attention and support given to pupils with special educational needs and/or disabilities that some have made over two years of progress in their reading since September 2009.

Pupils enjoy school. They behave well and are orderly and helpful around school. Some examples of outstanding behaviour were observed, for example in their patience and very good humour in waiting for a teacher to rearrange a lesson when technology failed. This demonstrates their increased levels of maturity – a significant improvement on just a few years back. Their attendance is average and improving. For some pupils this improvement is significant. For example, the attendance of one pupil has doubled in just six months. This is testament to the high-quality focused support of the school both for pupils, and parents and carers.

Pupils demonstrate good levels of awareness of healthy and safe lifestyles, with the on-site swimming pool adding to their opportunities for exercise. Even those not

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involved actively in physical education lessons because of forgotten kit join in by recording what their peers are doing and make suggestions for improvement. In a Year 3 and 4 hockey lesson, for example, such pupils were able to join in discussions about appropriate use of space and handling techniques. The ability to work in teams and small groups is a key factor in pupils' strengthening personal development and also enables them to make positive contributions to the school and wider community. The school and eco councils, for example, have encouraged recycling, litter picking and cycling to school in their pursuit of the Green Flag Award. Further opportunities to take roles of responsibility such as acting as play leaders, house captains and head boy and head girl are taken gleefully.

Pupils' spiritual, moral, social and cultural development is good. Their understanding of people and cultures is enhanced by the opportunities they take to celebrate locally important festivals, Chinese New Year for example, and in the links Year 6 pupils are establishing with a school in Slovakia.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teaching is consistently good across the school and, coupled with good use of assessments, ensures that pupils make at least good progress in their learning. Teachers and their assistants model enthusiasm for learning well. They also use questions skilfully to enable pupils to work things out for themselves and to encourage teamwork and independent thinking. This was demonstrated in a Year 1 and 2 mathematics lesson where pupils in measuring length were able to do so accurately and present their findings confidently to the whole class. In a Year 3 and 4 lesson, a teaching assistant's enthusiastic modelling of connectives enabled the pupils, many of whom struggle with literacy, to write their own interesting and correctly formed sentences. Pupils' enthusiasm for learning is further enhanced by the many positive comments made by teachers in their marking. What the marking does not do consistently, though, is make clear to pupils what they are to do to move on to the next steps of their learning. The school agrees such consistency would help to move all pupils, including the more able, even further on in their learning.

The curriculum is both interesting and engaging. The focus the school places on learning across subjects is most beneficial in helping pupils to apply their increasing knowledge, skills and understanding, including in literacy and numeracy, well and in appreciating the relevance of what they are learning. Older pupils, for example, enjoy the opportunity to carry out their own research into celebrities such as Lady Gaga and then produce well-written biographies about their chosen subject. Their understanding of biographical writing is further enhanced by the writing of their own autobiographies. Younger pupils, as part of work to celebrate Chinese New Year, were able to create a stunning Chinese dragon, paint willow patterns on plates and write simple words in Chinese. Enjoyment is enhanced further by a good range of extra-curricular activities, visits and visitors.

The care, guidance and support the school provides are outstanding, particularly for the most vulnerable pupils. Well thought out resources include a sensory room, complete with massage facilities provided by qualified staff. As a result of outstanding care, guidance and support, pupils make good and sometimes outstanding progress in their learning and personal development. There have been, for example, some exceptional rates of improvement in the reading ages of pupils with special educational needs and/or disabilities. The acting deputy headteacher, learning mentor and special educational needs coordinator play key roles in this area. They ensure that careful attention is paid to pupils and liaise regularly with parents and carers. Excellent work with external agencies takes place ensuring, for example, that pupils for whom behaviour is an issue offend less often and are aware of the consequences of their actions. As a result, and because of very clear and consistently applied expectations of behaviour, exclusions are at a minimum. In addition, pupils who had previously very poor attendance now attend much more regularly thanks to work with them and their families. Pupils who experience difficulties generally are provided with many opportunities to improve their self-esteem.

*These are the grades for the quality of provision*

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b></p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
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<p><b>The quality of teaching</b></p> <p>Taking into account:</p> <p style="padding-left: 20px;">The use of assessment to support learning</p>	<b>2</b>
	2
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<b>2</b>
<p><b>The effectiveness of care, guidance and support</b></p>	<b>1</b>

## How effective are leadership and management?

The headteacher provides excellent leadership. He has created a strong team which shares his vision of an inclusive school. He has high expectations of his pupils and staff. Leaders, including governors, know the strengths of the school well and what needs to be done to improve.

Leaders ensure that pupils are safe, through clear policies and regular checking of adults in school for example. Relationships with parents and carers are good and include specially arranged workshops and sessions to improve parent's and carers' own confidence, for example in literacy, in order that they may help their own children in their learning. Good work has also been undertaken to promote community cohesion. As well as reflecting on how pupils may learn about different cultures, the school's collaborative work with other schools in the local authority has provided parents and carers, pupils and staff opportunities to work alongside new friends.

The school's work with external partners to promote pupils' learning and well-being is outstanding. The acting deputy headteacher, learning mentor and the special educational needs coordinator, take a strong lead in such arrangements which ensure that the most vulnerable pupils in the school are not disadvantaged. Indeed, no pupil falls behind, highlighting the school's promotion of equal opportunities, although work is being undertaken to ensure challenge for more able pupils in their learning. This has included the establishment of a register to highlight pupils' various gifts and talents. Overall, because outcomes for pupils are good, the effectiveness with which the school deploys resources to achieve value for money is also good.

*These are the grades for leadership and management*

<p><b>The effectiveness of leadership and management in embedding ambition and driving improvement</b></p> <p>Taking into account:</p> <p style="padding-left: 20px;">The leadership and management of teaching and learning</p>	<b>2</b>
	2
<p><b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b></p>	<b>2</b>
<p><b>The effectiveness of the school's engagement with parents and carers</b></p>	<b>2</b>
<p><b>The effectiveness of partnerships in promoting learning and well-being</b></p>	<b>1</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress in their learning and development, often from very low starting points. They are happy and engrossed in their play and are developing skills of independence well. As a result of good provision, including stimulating outside areas which include a nature trail, the children are confident, friendly, inquisitive, and increasingly articulate and well informed. Two children, for example, were overheard talking about the need to wash hands. Both recognised the word 'germs' and understood such things could make them ill. Children's social skills are developing well and are enhanced by, for example, the well-arranged snack area comprising tables complete with table cloths and flowers. Several Reception-aged children were observed happily munching on their fruit and chatting the break time away.

Leadership is good and adults work well together. They plan a good range of experiences and ensure a sensible balance between adult-led and child-initiated activities. Good relationships exist with parents and carers and assessments are used well to track how children are doing in all the areas of learning and development. This enables adults to build on previous learning and teach children new skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Nearly all parents and carers who responded to the inspection questionnaire were positive about the work of the school. Inspectors share their confidence.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park View Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	61	13	39	0	0	0	0
The school keeps my child safe	20	61	13	39	0	0	0	0
The school informs me about my child's progress	19	58	14	42	0	0	0	0
My child is making enough progress at this school	18	55	15	45	0	0	0	0
The teaching is good at this school	21	64	12	36	0	0	0	0
The school helps me to support my child's learning	17	52	15	45	0	0	0	0
The school helps my child to have a healthy lifestyle	17	52	15	45	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	42	17	52	1	3	0	0
The school meets my child's particular needs	17	52	15	45	0	0	1	3
The school deals effectively with unacceptable behaviour	19	58	14	42	0	0	0	0
The school takes account of my suggestions and concerns	15	45	16	48	0	0	1	3
The school is led and managed effectively	22	67	11	33	0	0	0	0
Overall, I am happy with my child's experience at this school	21	64	11	33	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 March 2010

Dear Pupils

Inspection of Park View Primary School, Liverpool, L36 2LL

Thank you very much for the warm welcome you gave to the inspection team when we visited your school on 18 and 19 March. We were all impressed by your behaviour and with the confident, polite way in which you spoke to us. We could clearly see how proud you were of your school and how much you enjoy learning at Park View.

We agree with you that Park View is a good school. Well done! There are a number of reasons why we have come to this judgement, including these:

- You reach better standards than previously in English, mathematics and science by the time you leave Park View. These are now in line with other schools in England.
- You make good and sometimes outstanding progress in your learning. Some of you have made over two years of progress in your reading ages since September 2009! Wow!
- You work independently and as teams and take responsibility. These are good skills that will really help you as you grow older.
- Both the good teaching and curriculum keep you interested in your work.
- The outstanding care, guidance and support ensures that you are looked after very well and if, for whatever reason, you struggle, the school is there to help you. We were very impressed with the way the school has helped some of you to improve your attendance and behaviour.
- There is good leadership in your school. Quite a few of you told us how good you thought your headteacher was. We agree – in fact we judge his leadership to be excellent!

We know you will want to help make Park View even better. That is why we have asked your leaders to ensure that marking more consistently makes clear to you what you are to do to move on to the next steps of learning, and ensure that any improvement plans they have make clear what the intended outcomes for you are.

We wish you every success for the future!

Yours Sincerely

Mark Williams

Her Majesty's Inspector

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