

Park View Primary School

Inspection report

Unique Reference Number	105307
Local authority	Bury
Inspection number	336471
Inspection dates	12–13 October 2009
Reporting inspector	Mr Peter E Jones

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

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Mr Simon Dennis
Headteacher	Mrs Kathryn Yarnall
Date of previous school inspection	January 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including the school improvement plan, records of pupils' progress and attainment, monitoring and evaluation documents and pupils' work. 102 parental questionnaires were analysed.

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

- pupils' attainment and achievement, taking into account pupils' performance over time and the performance of pupils currently in school.
- the effectiveness of teaching and the use of assessment data to enable pupils to make the best possible progress
- the quality of the Early Years Foundation Stage and outdoor education in particular
- actions to improve and monitor pupils' behaviour
- the quality of self-evaluation and how it impacts on outcomes for pupils.

Information about the school

This is a large primary school in a residential area. Most pupils are White British. Around 22% of pupils are from minority ethnic groups, which represents a steady increase since the last inspection. Very few pupils are at the early stages of learning English. The proportion of pupils eligible for free school meals is below average and the proportion of pupils with special educational needs and/or disabilities is slightly below average. One Nursery and two Reception classes form the Early Years Foundation Stage provision. The school has the Healthy School 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

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the school's arrangements for the safeguarding of its pupils which do not meet statutory requirements.

The school provides an acceptable standard of education. Pupils' achievement is broadly satisfactory although recent results in the school's national tests show some improvement on this. Pupils with special educational needs and/or disabilities make good progress because of the prompt support they receive. The increasing numbers of pupils from minority ethnic groups are fully integrated and involved in this inclusive school.

Children make good progress in the Early Years Foundation Stage as a result of good teaching and improvements made to the outside learning areas. In key stages 1 and 2 teaching and the curriculum are satisfactory. Sometimes the work given to pupils, particularly the more able, does not match their needs. These pupils sometimes spend too much time being taught in whole class activities which results in their progress and independence in learning being impeded. The curriculum in Year 1 does not always take account of pupils' needs. This hinders pupils' progress. Pupils' behaviour is good. In lessons, on many occasions, behaviour is outstanding. This is an improvement since the last inspection.

The school has failed to keep satisfactory records of safeguarding checks in the required manner and to ensure staff receive up-to-date training for safeguarding. This is a serious failing, although the inspection team found no evidence that any harm has come to pupils as a result of this failure. Governors have not met their duty to ensure that statutory requirements are met. As a result, the otherwise satisfactory care, guidance and support are inadequate.

The school's self-evaluation is satisfactory, although it overestimates the quality of the curriculum and of its care, guidance and support for pupils. Sufficient rigour is not always given to the evaluation of provision. Since the last inspection, the school has maintained pupils' satisfactory achievement and improvement is evident in a

number of other pupil outcomes. Consequently, the school demonstrates a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Urgently ensure that safeguarding requirements are fully met, that care, guidance and support is improved, and that the governing body fulfils its statutory duties by:
 - undertaking a full review of the school's safeguarding arrangements and addressing all identified issues
 - completing, as a matter of urgency, the required records with all the necessary information
 - providing all staff with the appropriate safeguarding training as soon as possible.
- Improve pupils' achievement by:
 - making sure that the work set in lessons matches the abilities of pupils more closely, particularly those of higher ability
 - providing more opportunities for pupils to work independently or with others of similar ability
 - improving the curriculum in Year 1.
- Identify strengths and weaknesses in the school's performance by:
 - improving the quality and rigour of the ways in which the school monitors and evaluates its work.

Outcomes for individuals and groups of pupils

3

Pupils begin Year 1 with skills and abilities that are in line with those expected for their age. They make satisfactory progress and their attainment in English, mathematics and science match national averages at the end of Year 6. Provisional results for the school's 2009 national tests, and a scrutiny of pupils' work, confirm the school's view that pupils' attainment and progress are improving. Achievement is satisfactory overall although uneven across the school because of inconsistencies in the quality of teaching and assessment. Pupils with special educational needs and/or disabilities make good progress because they are identified quickly and their needs are analysed and addressed well. Pupils from ethnic minority groups make similar progress to other pupils because of their effective inclusion in lessons. The very few pupils who come to school with no, or very little, spoken English also make good progress.

Pupils' behaviour is good and particularly so in lessons. They enjoy learning and concentrate well when lessons are interesting and engaging. At times, they say the work is too easy. Their progress is less good when the activities do not provide sufficient challenge. Pupils generally feel safe and cared for, and are emphatic that there is no racist or sexist behaviour. Bullying is not a major concern but when it

does happen, pupils say it is not always dealt with effectively by a minority of staff. Pupils enjoy many aspects of school life. They say they like the healthy food the school provides, the playground equipment and most of their lessons. Pupils make a good contribution to the school and local communities. Fund raising for school and for a range of charities is given a high priority. Older pupils assist younger ones with their learning, and many act as prefects and monitors to assist staff. The school council gathers pupils' views and has opportunities to meet governors and influence the school's decisions in matters of equipment and resources. The school's good partnerships with local schools, organisations and individuals have made a positive impact on all aspects of pupils' learning and development. There are well established links with a local homeless shelter and with various churches. Pupils are taught about different religions and cultures in lessons and assemblies. They show a high level of understanding when they talk about keeping healthy and taking exercise. The 'morning moving' sessions pupils lead in assemblies and their participation in a range of sports demonstrate their enthusiasm for this aspect. Pupils develop the skills they will need for success in later life in a satisfactory way.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching observed during the inspection ranged from outstanding to inadequate. Overall the quality of teaching is satisfactory. In the better lessons teachers use interesting and exciting methods to interest and engage pupils, for example when learning to use speech marks. In these cases, the teaching is brisk, and staff have high expectations of work and behaviour. Where teaching is less effective, pupils spend too long listening to teachers talking rather than working on tasks and activities that would extend their knowledge and skills. Teachers use the information they have about pupils' progress satisfactorily in setting work for broad ability groups. In some cases, this work is not well matched to pupils' individual needs, the more able in particular, so they make less progress than they might. In Year 1, a minority of pupils are not purposefully engaged in some lessons. Consequently they make insufficient progress at these times. The quality of marking is variable. Some offer useful advice and guidance for further improvement, but these examples are infrequent. In a few cases work has not been marked, or when pupils have marked their own work, this has not been checked for accuracy.

The curriculum enables pupils to make satisfactory progress in English and mathematics and to use their literacy and numeracy skills in other subjects. The promotion of pupils' knowledge and understanding of how to be healthy and develop as individuals is good. A wide range of visits and visitors adds interest and enjoyment, and is supplemented by themed weeks. For example, a visiting storyteller delighted the children with his friendly and engaging approach and older pupils fondly recall 'Viking Day' because they enjoyed the opportunities created. The needs of pupils with special educational needs and/or difficulties are carefully analysed and their work meets their needs well. The curriculum to support pupils' transition into Key Stage 1 is not well-planned enough to meet pupils' individual needs and as a result their progress is hindered.

Safeguarding requirements are not fully met. In other ways, the school looks after pupils well. Pupils agree with this in the questionnaires they completed. Typically, parents of pupils with special educational needs speak very well of the care and support their children get and how the school successfully includes them in learning and other activities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The school's senior leaders work hard to realise their vision of school improvement. Strategies introduced to improve pupil outcomes, particularly pupil behaviour have been particularly successful since the last inspection. Actions aimed at raising academic standards have had a more limited impact. Members of the recently restructured leadership team carry out some evaluations of the school's work in ways such as the analysis of test results, assessment data, lesson observations and examining pupils' work and teachers' planning. These evaluations, although satisfactory, are not always carried out with the rigour and regularity needed to provide a sufficiently detailed and reliable picture of the school's performance in key areas. This restricts the effectiveness of its action planning to improve provision and raise standards. The school's promotion of equal opportunities and the way it tackles discrimination is good. This is illustrated, for example, by the good achievement of its pupils with additional needs. The school's effectiveness in promoting community cohesion is satisfactory. The school has yet to build upon its good contribution to local community cohesion. Links with a school of a different character in the local authority are at an early stage and national and global links are underdeveloped.

The governing body generally offers a sound level of challenge and support. It has worked successfully to try and involve more parents and carers in the life and work of the school. Along with the headteacher, governors have developed and extended the good partnerships which are benefiting pupils. Most statutory requirements are

met, but governors have failed in their duty to ensure that the school's safeguarding arrangements fully meet statutory requirements therefore the effectiveness of the governing body is inadequate overall.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The outcomes in the Early Years Foundation Stage are good and are steadily improving. Children receive a good start to their education. They make good progress from a level which is overall slightly below expectations for their age. As a result, by the end of Reception, they attain broadly expected levels in all areas of learning, most notably in language and personal development. Since the last inspection, significant improvements to the outdoor learning environment have resulted in children accessing a wider range of experiences and these enhance their skills and abilities well. Children are secure and happy, and their confidence, motivation and social skills all grow as a result. Children apply themselves well to the interesting tasks and develop concentration and perseverance. The curriculum meets children's needs well. Activities are well planned, with an appropriate balance of teacher led and child initiated activities. Speaking skills are encouraged, although questioning techniques can sometimes put limits on children's response. The well established routines and good modeling by the staff mean that pupils behave well and learn to cooperate well. Adults care very much about the children and ensure their physical, social and emotional needs are met. Relationships with parents and carers are good. The experienced Early Years Foundation Stage leader manages a very effective team. Children's progress is assessed although findings are not always recorded in detail. The shortcomings in the school's safeguarding arrangements mean that provision, leadership and management and the overall effectiveness of the Early Years Foundation Stage are inadequate overall.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	4
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management in the Early Years Foundation Stage	4

Views of parents and carers

Most questionnaires returned by parents and carers were positive. The inspection team agrees with their views. A few parents took the time to add comments such as, 'I find the teachers motivated, approachable and generally helpful.' A few raised concerns, for example, about behaviour, safety, pupil progress and communication between home and school. These issues were investigated during the inspection and explained throughout the report.

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 12 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	61	37	36	2	2	0	0
The school keeps my child safe	59	58	35	34	7	7	0	0
The school informs me about my child's progress	28	27	56	55	14	14	1	1
My child is making enough progress at this school	35	34	52	51	10	10	1	1
The teaching is good at this school	40	39	51	50	6	6	1	1
The school helps me to support my child's learning	41	40	46	45	8	8	1	1
The school helps my child to have a healthy lifestyle	49	48	48	47	0	0	1	1
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)	35	34	47	46	9	9	1	1
The school meets my child's particular needs	39	38	49	48	9	9	0	0
The school deals effectively with unacceptable behaviour	32	31	49	48	11	11	4	4
The school takes account of my suggestions and concerns	29	28	54	53	16	16	2	2
The school is led and managed effectively	27	26	56	55	10	10	1	1
Overall, I am happy with my child's experience at this school	49	48	45	44	6	6	1	1

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 all 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 judgments 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>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 October 2009

Dear Pupils

Inspection of Park View Primary School, Manchester, M25 1FA

I am writing to thank you for being friendly and helpful when the inspectors visited your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

The inspectors found positive things about your school such as your positive attitudes and your willingness to learn. Of the lessons observed, most of the lesson qualities were satisfactory. Your behaviour was good, particularly in lessons. You say you enjoy school, and you like to exercise and eat healthily. Many of you take part in the good range of activities your school provides, particularly in sport and music.

However, the school's records of people who work there are not kept in the way they should be. Also, staff have not received some important training in relation to your welfare and safety. This is a serious matter so we have given the school a notice to improve. This means that other inspectors will visit the school in the future to make sure that improvements have been made. As well as putting these matters right, your school is asked to do some other things to make your learning better:

- to make sure that you are always given work in class that matches your abilities so you make the best possible progress
- to give you more opportunities in class to work independently, and with other pupils with similar abilities, so you progress more quickly and learn new skills
- improve the curriculum for pupils in Year 1
- to find better ways of checking how well your school is doing its work.

You can help by continuing to work hard and doing your best.

Mr Peter E Jones
Lead Inspector

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