

# Park View Business and Enterprise School

## Inspection report

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<b>Unique reference number</b>	103524
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376921
<b>Inspection dates</b>	11–12 January 2012
<b>Lead inspector</b>	Keith Brown

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	616
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tahir Alam
<b>Headteacher</b>	Lindsey Clark
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Naseby Road Birmingham B8 3HG
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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	11–12 January 2012
<b>Inspection number</b>	376921



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## Introduction

Inspection team

Keith Brown	Additional inspector
Keith Shannon	Additional inspector
Susan Thomas	Additional inspector
Thomas Walton	Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 34 lessons taught by 30 teachers. Meetings were held with students, the headteacher, teachers, and representatives of the governing body. Inspectors observed the school's work and looked at safeguarding arrangements, as well as other information including development planning, policies, procedures and a range of students' books. A total of 90 questionnaires from parents and carers were scrutinised, together with questionnaires from staff and a representative sample of students.

## Information about the school

Park View is a smaller than average secondary school. It has business and enterprise college status. Almost all students are from minority ethnic groups and speak English as an additional language. The number of students known to be eligible for free school meals is much higher than the national average. The proportion of students with special educational needs and/or disabilities is well above average as is the percentage with a statement of special educational needs. The school has exceeded the government's floor targets for academic performance in each of the last three years. A major building programme to extend and improve the school's facilities is nearing completion.

Amongst its national awards the school has the Economic, Business and Enterprise Association Quality Mark and National Healthy School status. It is a National Support School.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. The headteacher and her team have very high expectations and provide outstanding leadership and management. The school provides an exceptionally caring and supportive environment for students and their families and is an important part of the local community. 'We are very proud to go to Park View' is typical of the comments students made during the inspection.
- Most students, including those with special educational needs and/or disabilities, make outstanding progress. The school's GCSE or equivalent results are significantly above average. Teachers' excellent expertise motivates students to work very hard and achieve outstandingly well.
- Teaching is outstanding overall. Students are fully engaged and learn very enthusiastically in all their subjects. Teachers are seeking to increase the proportion of A\* and A grades in GCSE English, mathematics and science by increasing the challenge offered to the most able students.
- The curriculum is outstanding. It makes a major contribution to the students' academic success and to their excellent spiritual, moral, social and cultural development. The curriculum helps students to develop into very thoughtful, independent and confident young people.
- The school makes excellent use of its business and enterprise college status to enrich and extend learning across all subject areas.
- Students behave exceptionally well in lessons and around the school. They are very courteous, considerate and cooperate exceptionally well with one another.
- Students talk maturely about bullying in all its forms and state that it is not tolerated at the school. They, along with their parents and carers, are confident that they are safe at school. They are highly motivated by the consistently-

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applied reward system and clear about sanctions which might be imposed – although they say that these are rarely necessary.

- The school has worked very effectively to improve levels of attendance. Attendance is above average this academic year. The level of persistent absence has fallen and is now below average.

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

- Raise the proportion of A\* and A grades in English, mathematics and science by ensuring teachers increase the challenge offered to the most able students.

## **Main report**

### **Achievement of pupils**

Attainment on entry to the school is often well below average. Students achieve exceptionally well and make outstanding progress. The overwhelming majority of parents responding to the questionnaire were highly positive about their child's progress at the school and felt that the school met their child's particular needs. One noted 'I really couldn't ask for a better school for my children to attend.'

The school's overall GCSE performance has shown a strong upward trend over the last three years. The proportion of students gaining five or more GCSEs at grades A\* to C including English and mathematics has been significantly above average for two consecutive years, with the outstanding curriculum provision and excellent partnership arrangements making major contributions. In the school's specialist subject, GCSE or equivalent performance in business studies has been strong in the last three years. It is typical of the school's aspirational approach that leaders have recognised that attainment at A\* and A grade level in English, mathematics and science could be raised even higher. A training programme to help teachers to challenge the most able students in all year groups is being developed.

Boys have performed less well than girls in the past but the school has put in place strategies that narrowed the gender gap in GCSE examination results in 2010 and 2011. Students with special educational needs and/or disabilities make excellent progress, as do students from minority ethnic heritages and those who speak English as an additional language. This is because tasks are closely matched to students' prior attainment and teaching assistants are deployed very well to help students by providing appropriate challenge and encouragement, demonstrating skills precisely and teaching specialist vocabulary. There is excellent support for those students at the early stages of learning English.

The work of students currently in Years 10 and 11 and the school's assessment records show that they are on track to improve on the school's GCSE or equivalent

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results still further. Analysis of students' work showed that teaching had helped students to develop high levels of reading, writing, communication and mathematics skills by the time they reached Year 11. These skills, together with the students' keen appetite for teamwork, prepare them exceptionally well for their future education.

### **Quality of teaching**

The very large majority of questionnaire responses from parents, carers and students confirmed that they are highly positive about the quality of teaching at the school. The exemplary working relationships established between staff and students build confidence and contribute to students' very positive attitudes to learning, the excellent progress in their spiritual, moral, social and cultural development and the overall outstanding quality of the teaching. Pace and challenge are very well matched to students' abilities and the range of activities ensure that students make extremely rapid progress. Teachers have very high expectations of what students of all abilities can achieve. In lessons, they make sure students understand clearly what they are expected to learn. At regular points in the lesson, teachers review students' learning to keep the level of challenge appropriate. For example, in an outstanding Year 11 mathematics lesson, the teacher's brisk and probing questioning ensured that a very close check was kept of students' understanding of how to analyse their recent test results. Consequently, they were able to change their work to meet more fully the assessment requirements. Any misunderstandings were quickly corrected.

The learning observed in lessons was outstanding. The excellent curriculum leads to students gaining knowledge and developing understanding exceptionally well. They practise the skills they learn very competently. Students listen to each other's views carefully and are skilled at using a partner to bounce ideas off and come up with a well-reasoned answer. In an outstanding Year 8 French lesson, for example, students worked in pairs to answer complex questions about French vocabulary. Students showed a resolute determination to tackle very challenging activities in all the subjects observed and were rarely off task.

The school has established an exceptionally rigorous programme of self-evaluation, and this contributes to the clear, upward pattern of improvement in examination results. Self-evaluation includes an extremely accurate assessment of teaching and learning in lessons and very detailed tracking of students' progress. It enables teachers to pinpoint where improvement is needed for individuals and groups of students. All students, including those with special educational needs and/or disabilities, have a clear understanding of how well they are doing in their lessons and what to do to improve. Marking of students' work is exceptionally thorough and helpful, using praise well and providing very clear guidance for improvement.

### **Behaviour and safety of pupils**

The very large majority of parents and carers, students and staff, in their response to the questionnaires, confirmed that they are highly positive about behaviour and safety in the school. Behaviour in and out of lessons is exemplary. Students respond

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very well to the school's strategies for managing behaviour. Inspectors saw only very rare instances of disruption to learning in lessons, all of which were well managed by teaching staff. The school's log of behavioural incidents and other records show that behaviour is excellent over time. Students with whom the inspectors held discussions noted that the rare instances of bullying are addressed very promptly and effectively by the school. There is very close liaison with external agencies to meet the needs of students whose circumstances make them most vulnerable and potentially disaffected. The school can point to striking examples of where it has helped students to manage their own behaviour better, so that their progress in lessons has improved. Student exclusion rates, both fixed-term and permanent, are now low.

Even though there is major building work taking place, the school environment is well-ordered and exceptionally safe. Students have an excellent understanding about what constitutes unsafe situations and talk confidently about how to keep safe and stay healthy. Their knowledge of safety procedures and rules within the school is exceptional. Older students assume responsibility naturally for ensuring that younger ones learn and abide by the rules, for example, by becoming peer mediators.

Students are very punctual to lessons. Attendance is now above average but it has been average in the past. The school has put in place a number of highly effective strategies to improve attendance and is working very well with parents and carers and the local authority.

### **Leadership and management**

The headteacher is supported very ably by the deputy headteacher and the leadership team. All staff are focused relentlessly on further improvement and work together outstandingly well. Plans are evaluated rigorously and followed through. Morale is very high. Promotion of equality of opportunity is at the heart of the school's work, creating a very positive and harmonious atmosphere. Park View is a truly inclusive school in which there is no evidence of discrimination and students, sometimes with major disabilities, are welcomed as members of the school community. The headteacher and other leaders review teachers' planning, monitor the quality of lessons, and scrutinise students' work outstandingly well. Teachers have been able to develop their expertise through very well-targeted professional development courses and through opportunities to observe the best practice of their colleagues in the school.

The headteacher's informative reports, together with other relevant information, enable the governing body to monitor progress towards targets within the school development plan. The governing body provides excellent strategic direction and challenge and is involved fully and systematically in evaluating the school. Financial management is exemplary and the school offers outstanding value for money.

An excellent curriculum builds very well on students' previous learning and prepares them thoroughly for the next stages in their education. Students say that they enjoy the themed days and weeks that are a regular feature of the curriculum. For

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example, a recent 'Maths Relay Challenge' day, organised in collaboration with a major commercial bank, helped Year 8 students to learn much more about the practical applications of mathematics and improved their numeracy skills. The curriculum is extended by an excellent range of art, music, dance and sport activities, as well as by visits and visitors.

Students make excellent progress in their spiritual, moral, social and cultural development. There is a wide range of opportunities for spiritual development, for example, through the well attended voluntary Friday prayers meeting. Assemblies and tutorials promote a very strong sense of pride in the school community. This contributes very well to students' keen understanding of their rights and responsibilities, and they are profoundly aware of how their actions can affect others. Students have developed excellent reflective skills through the outstanding opportunities provided by the curriculum.

The school works exceptionally well with parents and carers, whose views are sought and acted upon regularly. Parents and carers are kept very well informed. For example, regular newsletters keep them abreast of activities in the school and the school's website is accessible and friendly in tone. Safeguarding policies and procedures are outstanding. They are reviewed regularly, so that adults and students have an excellent understanding of safety issues. Risk assessments are exceptionally thorough. Very careful checks are made of the suitability of adults to work with children.

Outstanding leadership practice and an exemplary track record since its last inspection fully illustrate the school's excellent capacity to improve further.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



13 January 2012

Dear Students

**Inspection of Park View Business and Enterprise School, Birmingham, B8 3HG**

Thank you for the friendly welcome you gave us when we visited your school and for completing the questionnaire with your views. A special thank you goes to those who met with us. Your views have been very helpful.

The school is providing an outstanding education for you. The leadership and management of the school are outstanding. Teaching is excellent and leads to your making outstanding progress and reaching above average standards in your Year 11 examinations. Your attendance rate is now higher than in most secondary schools. Well done and please keep it up. Most students behave exceptionally well in lessons and around the school. You told us that you are happy and feel exceptionally safe at school. The curriculum is excellent and you are gaining a wide range of skills which are preparing you very well for the future. At the same time, you are developing into very mature and aware citizens.

Your headteacher, staff and governors are determined for the school to become even better. We have asked the headteacher to make sure that all the school's leaders consistently drive forward the improvements in examination results, particularly the number of A\* and A grades in English, mathematics and science. You can help by continuing to check your work carefully and by telling your teacher if you need them to explain some of the work in more detail.

I wish you all well for the future.

Yours sincerely

Keith Brown  
Lead inspector

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