

Inspection of a school judged good for overall effectiveness before September 2024: Parkview Nursery School

St. Georges Road, Millom, Cumbria LA18 4LE

Inspection date:

25 March 2025

Outcome

Parkview Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Children flourish at this caring school. They enjoy accessing the wide range of learning activities on offer and interacting with their friends. Children have positive relationships with staff. Staff are vigilant in spotting when children may need some reassurance. They provide effective support to ensure that children feel safe and happy.

Children understand and live out the school's 'golden rules' for positive behaviour. They behave well and follow the routines. Children become deeply engaged in their learning. For example, they concentrate for long periods as they design things using craft materials. The school supports children to become confident and independent. It provides them with opportunities to take on roles and responsibilities such as being the 'helper'. Children take on these roles with pride. They tidy up resources and help staff to count how many children are present.

The school wants the best for all children. It has designed an ambitious curriculum. The school enriches its curriculum to broaden children's experiences. For example, children enjoy holding chicks they have witnessed hatching at school. They go on regular trips to the woods and into the local community. Children achieve well across all areas of learning. They are fully prepared for starting primary school.

What does the school do well and what does it need to do better?

Children settle quickly when they join the school. Staff get to know children before they start. The school is vigilant in identifying the needs of children with special educational needs and/ or disabilities (SEND). It takes swift action to ensure that these needs are met. Children with SEND are supported well to access the curriculum. They make strong, rapid progress from their starting points.

The school has ensured that the key knowledge and skills children should learn are clearly identified and build over time. Staff design activities that support children to learn the intended curriculum. Children have many opportunities to apply their learning and to practise their skills through independent play. Staff use their interactions with children to support them to progress through the curriculum. Children develop a broad body of knowledge.

The school makes regular checks on how well children are learning. It uses this information to identify aspects of the curriculum that children may need further support with. However, at times, these checks are not as effective as they could be at identifying children's next steps or small gaps in their knowledge.

The school prioritises children's communication and language development. Staff provide clear explanations to children as they introduce new words. Children engage in rich two-way conversations with staff and with one another. Children enjoy joining in with singing and listening to stories. Staff support children to develop a knowledge of sounds and a love of books. The school provides targeted support for children with speech and language difficulties. This helps children to gain confidence in their communication skills rapidly.

There is a calm and purposeful atmosphere. Staff support children to understand the expectations and routines. They help children to manage their emotions. Children are polite and respectful. They take turns and share with minimal reminders from staff. The school works in partnership with parents and carers to ensure children attend school regularly. It identifies any barriers to attendance and provides effective support to overcome these.

The school supports children's broader development. Children learn about the importance of eating healthy foods and are encouraged to be active throughout the day. Children enjoy contributing to looking after the world around them. They learn about flowers as they watch them grow and enjoy watering the plants outside. Children learn to respect and appreciate difference. For example, the school celebrates diversity and provides many opportunities for children to learn about different cultures.

Governors provide effective support and challenge to the school. This has made a positive contribution to ensuring that the school maintains its standards and continues to improve. Staff appreciate the opportunities to develop their knowledge and expertise through professional development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the checks the school makes to confirm what children have learned do not accurately identify their next steps in learning. This hinders the school from ensuring that the curriculum delivery is adapted effectively to address gaps in learning or to move children on once they are ready. The school should ensure that its checks are used effectively to inform future teaching so that children build a secure body of knowledge and are well prepared for the next steps in education.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in November 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112089
Local authority	Cumberland
Inspection number	10348084
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair of governing body	Shelagh Cloudsdale
Headteacher	Rhiannon Hughes
Website	www.parkview-nur.cumbria.sch.uk
Date of previous inspection	24 September 2019, under section 8 of the Education Act 2005

Information about this school

- A new headteacher was appointed in September 2021.
- The school does not make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with leaders, governors and staff at the school. The lead inspector spoke with a representative from the local authority.
- Inspectors visited lessons in the indoor and outdoor environments. They also spoke to children about their learning.
- Inspectors spoke to parents and considered their written feedback, including the free-text comments made on Ofsted Parent View. Inspectors spoke to children and to staff

to gather their views. Inspectors also considered the responses to Ofsted's online surveys for staff and for children.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.

Inspection team

Liz Dayton, lead inspector

His Majesty's Inspector

Sarah Gower-Jones

Ofsted Inspector

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