

Park View Primary Academy

Harlech Road, Leeds, West Yorkshire, LS11 7DG

Inspection dates 3–4 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. They make outstanding progress in mathematics.
- From well below average starting points pupils reach standards that are above average in mathematics and close to standards seen across the country in reading and writing.
- Children in the Early Years Foundation Stage make outstanding progress in their personal, social and emotional development.
- Teaching is good overall. Lessons are interesting and staff make sure that pupils behave well and work hard.
- Behaviour is good. Pupils are enthusiastic and enjoy their learning.
- The care and guidance given to pupils is outstanding and pupils say they feel very safe. Those at an early stage of learning English really appreciate the extra help they receive.
- Pupils' attendance has risen and is now consistently good.
- The leadership and management of the school are outstanding. High expectations and a determined drive for improvement have speeded up pupils' progress and led to higher standards of attainment.
- Members of the Education Advisory Body rigorously hold the school to account. They bring a range of skills that add to the school's work.
- The good curriculum provides memorable experiences that broaden pupils' interests.

It is not yet an outstanding school because

- There is still some teaching that requires improvement and so pupils do not yet make outstanding progress in all subjects.
- The whole-school guidance that has been agreed is not always followed by all staff. This slows pupils' progress in some lessons.
- Lessons designed to develop pupils' spelling, use of English grammar and punctuation are not planned carefully enough for the different needs of pupils in Key Stage 2.
- Pupils have too few opportunities to use Information Communication Technology (ICT).
- Leaders' monitoring of lessons does not always look closely enough on the quality and speed of learning by different groups of pupils and the improvements required in the quality of teaching.

Information about this inspection

- Inspectors observed teaching and learning in 11 lessons taught by 8 teachers.
- The inspectors considered a sample of pupils' written work and mathematics in their exercise books. They also observed the teaching of spelling, punctuation and English grammar in Key stage 2 and listened to pupils read.
- The inspectors held meetings with senior leaders, members of the pastoral team and two groups of pupils. The lead inspector talked with members of School Partnership Trust Academy and governors on the Education Advisory Body (EAB).
- The inspectors took account of a wide range of documentation including information on pupils' attainment and progress, the school's evaluation of how well it is doing and the school's plans for future development. Records relating to attendance, behaviour and safety and the monitoring and evaluation of lessons were also evaluated.
- Inspectors took account of 50 responses to a school questionnaire carried out in March 2014.

Inspection team

Brenda Clarke, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- This is an average sized primary school.
- Most pupils are from Pakistani and Bangladeshi families.
- A well above average number of pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion of pupils supported at school action plus is similar to that seen across the country as is the proportion of pupils with a statement of special educational needs.
- The proportion of pupils who are supported by pupil premium funding is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The Vice Principal joined the school in Sept 2013. Two new teachers were appointed to the school in 2014.
- Park View Primary Academy converted to become an academy with the School Partnership Trust Academies in September 2012 with a new leadership team and governing body. When its predecessor school, Cross Flatts Park Primary School, was last inspected by Ofsted it was judged to be requiring improvement.

What does the school need to do to improve further?

- Improve the quality of teaching so that more pupils make outstanding progress by:
 - ensuring that all policies and practises agreed in staff training sessions are consistently applied
 - ensuring that pupils have planned opportunities to correct their work and respond fully to teachers' marking.
 - ensuring that the monitoring and evaluation of teaching and learning focuses more specifically on the progress of different groups of pupils and gives teachers clear guidance on how to develop their teaching further.
- Raise standards and accelerate pupils' progress in writing to match that in mathematics and reading by:
 - using ICT more frequently
 - increasing pupils' knowledge of English grammar, punctuation and spelling.

Inspection judgements

The achievement of pupils is good

- Most children start school with well below average skills for their age. Children make good progress in the Early Years Foundation Stage especially in early reading, phonics (the sounds that letters make) and mathematics. Staff provide many well-planned opportunities for children to develop confidence when speaking in English so that children make outstanding progress in this aspect. However, due to the huge steps many children have to make in speaking English and its effect on their early writing these aspects remain well below what is typical for their age at the end of the Reception year. Children make outstanding progress in their personal and social skills so that they are well prepared for their new learning on entry to Year 1.
- In 2013 results of the Year 1 screening check in phonics (letters and sounds) were similar to those seen nationally. This indicates at least good progress in this aspect, building carefully on children's learning in the Reception class.
- Standards at the end of Year 2 were significantly below average in the 2013 assessments. Inspection findings indicate a much improved picture with standards now below rather than well below those seen across the country. Better teaching and a determined drive for improvement have successfully raised pupils' attainment and rapidly speeded up their progress.
- Pupils in Key Stage 2 have also benefited from teaching that is mostly consistently good or better so that pupils' knowledge and understanding are built on in small, well-planned steps. In 2013 standards at the end of Year 6 were slightly above average in mathematics, just below average in reading and significantly behind those seen nationally in writing, and in English grammar, punctuation and spelling. The current generation of Year 6 pupils is on target to attain above average standards in mathematics and broadly average standards in writing and reading. More pupils than previously are attaining the higher Level 5, especially in mathematics but fewer do so in writing. These findings indicate good achievement from pupils' individual starting points.
- As a result of the relentless drive to ensure consistency in the teaching of reading, writing and mathematics, almost all pupils are making expected progress and a significant number are exceeding their targets. However, due to earlier inconsistencies in teaching together with significant staff absence pupils have had a lot of catching up to do. This explains why pupils' progress is at least good but why standards overall remain broadly average.
- Mathematics is consistently well taught across the school. Pupils develop good strategies for solving problems and have quick recall of number facts. However, pupils do not routinely correct their work in response to teachers' marking and this sometimes limits their understanding. The school has invested in reading books that meet pupils' interests and cultural backgrounds so that pupils enjoy reading and make good progress. Pupils' attainment in writing, whilst improving rapidly, lags behind other subjects. Some pupils find difficulty in choosing the correct tense or range of punctuation. Opportunities for pupils to redraft their work are sometimes missed.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, make good progress overall. They attain similarly to their classmates in reading and mathematics but do less well in writing. The in-school gap between their attainment and their classmates is closing but remains widest in grammar, punctuation and spelling.
- The most-able pupils make progress in line with their classmates overall and achieve similar standards to those seen nationally.
- Disabled pupils and those who have special educational needs achieve well overall. Good support in lessons from well-trained teaching assistants and carefully planned additional activities address their differing needs.

The quality of teaching is good

- Teaching is good overall. Lessons are planned that make learning interesting. For example, in a Year 1 lesson, pupils shared cupcakes to understand better the meaning of half.
- Pupils' behaviour is managed well. Lessons are orderly with few interruptions to learning. Pupils work hard and no time is wasted.
- Staff have good subject knowledge and work is planned in small, progressive steps that build on earlier learning. This helps pupils to feel confident and to tackle new activities in an assured way. The teaching of mathematics is consistently good. Number resources are used to good effect giving pupils options when solving problems.
- There are outstanding relationships between adults and pupils so that pupils enjoy their learning.
- Teaching assistants give good support. This enables pupils who find learning difficult to take a full and active part in lessons.
- Teachers spend time making clear the meaning of new words and encouraging pupils to explain their answers fully. Together with bi-lingual assistants they significantly help those who speak English as an additional language to understand their learning.
- In the Early Years Foundation Stage, teaching over time is generally good or better. Early reading, writing, letter sounds and counting are carefully planned in small steps. This results in children making rapid and sustained progress. Many stimulating activities grab children's attention so that they are keen to learn new things. All staff demonstrate politeness and respect for others and this contributes significantly to the outstanding personal development of children.
- In most lessons, learning activities are well planned to meet the differing needs of pupils in the class. The exception to this occurs in the daily Key Stage 2 SPAG (spelling, punctuation and grammar) lessons. These sessions do not give challenge for the most-able pupils nor address the needs of those who find this aspect difficult.
- The Principal has noted that the classroom practice that has been discussed in staff training is not always applied. This causes inconsistency in the ways that some pupils learn. For example, staff are required to give pupils a list of things they must include in their work. Some staff do this well and continually refer to the list during the lesson. Others fail to do so and the quality of learning is less successful.
- The marking of pupils' written work is good and helps pupils to know their next steps. In other subjects marking is less informative and pupils have insufficient time to make corrections in response to teachers' comments.
- There are too few opportunities provided for pupils to use computers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Most pupils behave well in lessons and around the school.
- Pupils get on well together and support each other when working as partners and in groups.
- Pupils listen attentively to others and show respect for the ideas their classmates make.
- Pupils have good attitudes to learning. They are enthusiastic, persevere with their work and concentrate for good periods of time.
- When activities in lessons fail to match pupils' differing abilities, pupils sometimes become restless and disinterested.
- The school has invested in a small pastoral team who play a significant role in helping those who do not always behave appropriately. One pupil explained that she is learning much more effectively because of the help she has received from the behaviour support worker.
- The learning mentor has been pivotal in raising the attendance of those who are frequently absent. Attendance overall has risen significantly and is now above that seen across the country. The number of exclusions has also fallen to a very low level.

- Children in the Early Years Foundation Stage are taught from an early age to listen carefully, share and to behave very well. The children are happy and enthusiastic learners who relish the activities they undertake.
- The school's work to keep pupils safe and secure is good and improving rapidly.
- Pupils say they feel very safe and very well cared for. All parents who completed the school questionnaire agree.
- Pupils talk about keeping safe and are very aware of the dangers of drugs and cyber bullying and the importance of road safety and 'stranger danger' messages.
- Pupils say there is some bullying but that it is quickly dealt with.
- Outdoors, boys and girls play harmoniously together, as do pupils of different ethnic heritage.

The leadership and management are outstanding

- The Principal and Vice Principal are inspirational leaders who have a very clear view of how good the school can be. They provide outstanding leadership and have very effective systems in place to secure the future direction of the school. Excellent communication, together with effective whole-school training has enabled leadership to develop a united team who share responsibility for speeding up pupils' progress.
- Leaders are very aware that pupils had significant catching up to do after earlier staffing difficulties resulted in inconsistencies in pupils' progress. They have set challenging targets for each pupil and keep a regular check on pupils' progress towards them. This has made teachers accountable for pupils' progress in their class. Leaders' high expectations and very close watch on pupils' progress is a key reason why standards are improving quickly.
- The school's view of itself is very accurate and ensures that areas for development are exactly the right ones to bring about improvement.
- Leaders have ensured that teachers have good subject knowledge and the resources they need to deliver an effective curriculum. For example, teachers have been trained to teach mathematical calculations in a step-by-step way. This is a key reason why standards in mathematics are high and pupils' achievement is accelerating at a faster rate than nationally.
- Leaders provide very effective support and staff training that has enabled some teachers to develop outstanding classroom practice.
- Leaders regularly check the quality of teaching and learning in classrooms but this does not always focus on the speed of learning by different groups of pupils nor provide all teachers with a comprehensive view of how to improve their classroom practice.
- Strong links with other schools gives many opportunities for teachers to share good practice.
- The care and guidance of pupils is outstanding. Those who are at an early stage of learning English receive excellent support and say they really appreciate the extra help they receive. Statutory safeguarding requirements are met.
- Leaders are aware that pupils' behaviour is not yet consistently outstanding. They have established a pastoral team who have significantly improved pupils' attendance and behaviour. Team members also work with families to give extra support and guidance.
- The promotion of equal opportunities is at the heart of all that the school does. Actions are in place to close the achievement gap between pupils in receipt of pupil premium and others in spelling, grammar and punctuation.
- The curriculum is exciting and makes pupils keen to learn. The new primary sports funding has enabled pupils to take part in more sporting activities such as gymnastics and dancing, contributing significantly to their well-being.
- There are effective arrangements to ensure that pay awards are linked to leaders' and teachers' performance and that procedures to determine performance are thorough.
- **The governance of the school:**
 - Members of the Education Advisory Body provide good support and challenge. They regularly check on pupils' progress and ask challenging questions. Members bring a good range of skills

such as accountancy and personnel experience that compliments the school's work. The School Partnership Trust also makes rigorous checks on the school's work, for example, undertaking a two-day review in November 2013. The Academy Improvement Advisor has played a significant role in checking pupils' progress, training governors and helping subject leaders to develop their roles further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138673
Local authority	Leeds
Inspection number	440053

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Ed Carlisle
Headteacher	Eleanore Pickard
Date of previous school inspection	Not previously inspected
Telephone number	01132 716754
Fax number	01132 252211
Email address	info@parkviewpa.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

