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Steve Bowhay  
Headteacher  
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Nottinghamshire  
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Dear Mr Bowhay

### **Additional, remote monitoring inspection of Park Vale Academy**

Following my remote inspection with Simon Hollingsworth, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to have serious weaknesses.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to have serious weaknesses at its previous section 5 inspection. The school's most recent section 5 inspection took place in June 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- Since the last inspection, a new faculty leader in design and technology has been appointed. One member of the teaching staff has left the school. A full-time one-to-one English tutor is in post. Five new governors have joined the local academy board.
- Across the autumn term 2020, a small proportion of pupils had to be educated remotely.
- At the time of this inspection, most pupils are being educated at home. A small number of pupils who are vulnerable and those with special educational needs and/or disabilities (SEND) are attending on site.

## Main findings

- Leaders have ensured that the curriculum has been adapted in all subjects so that it can be taught remotely. Teachers deliver the curriculum through a mix of live learning and activities that pupils can complete on their own. Teachers use innovative ways to assess pupils' learning and provide further support.
- Since the last inspection, leaders have reviewed the curriculum. They have identified the important knowledge that pupils need to know. Subject leaders have received support to adapt the curriculum in different subjects. They aim to make sure that pupils build on the learning that has taken place before. They have planned opportunities for pupils to review learning.
- Teachers have received extensive training to improve their knowledge of the curriculum in their subject and how best to teach it. They have worked together to hone their skills. Teachers are supporting each other, for example in how to use technology to check pupils' understanding.
- All pupils receive live learning every lesson. They follow their normal timetable. Pupils also receive specialist careers information advice and guidance to prepare for their next steps in education, employment and training. Pupils who need it gain further support through tutoring and mentoring.
- Leaders recognise the importance of ensuring that all pupils can read well. They encourage pupils in Years 7 to 9 to read daily. Staff provide extra support to pupils who are not yet reading as well as they should.
- Leaders have continued to encourage pupils to read while learning from home. Pupils have access to remote library lessons. Books and reading resources are provided for those who need them.

- Vulnerable pupils and pupils with SEND who are studying on the school site study the same curriculum as other pupils studying from home. They receive skilled support from teaching assistants and supervisors who work with them.
- Most pupils are engaging in remote learning. Staff regularly contact pupils who are studying from home, including those with SEND. They check that pupils are on track, and provide resources and support when needed.
- School and trust leaders have acted to improve the quality of local governance. Five new governors have been appointed, all of whom have the required skills. Trust representatives have supported governor training. Local governance is now in a much better position to support leaders.
- The trust has provided a wealth of support. Teachers and leaders have appreciated this support. The support from trust directors of subject has been particularly valued. Subject directors have brought their own expertise to support the curriculum review. Networking opportunities are available to teachers. These have been a source of much-needed practical guidance and moral support.

## **Evidence**

This inspection was conducted remotely. Inspectors held meetings with the headteacher, senior leaders, subject leaders and teachers. They met with the chief executive officer of the trust, the executive headteacher and members of the local academy board to discuss leaders' actions to provide education to all pupils during a national lockdown. Inspectors met with pupils and listened to pupils read.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Redhill Academy Trust, the regional schools commissioner and the director of children's services for Nottingham. This letter will be published on the Ofsted website.

Yours sincerely

Jayne Ashman  
**Her Majesty's Inspector**