

# Inspection of a good school: Park Grove Primary Academy

Park Grove, York, North Yorkshire YO31 8LG

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Inspection dates:

30 September and 1 October 2021

## **Outcome**

Park Grove Primary Academy continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy attending this vibrant school which sits at the heart of its community. They feel it is a safe and happy place to be. Pupils get along well with each other. They are kind and respectful. Pupils are enthusiastic about their relationships with staff. They enjoy making new friends and take part in the range of after-school activities on offer.

Parents and carers are overwhelmingly positive about the work of the leadership team and staff in the school. They appreciate the good communication and openness of all staff. One parent expressed the views of many, by stating that the staff, 'go the extra mile'.

Pupils know what bullying is because the school has taught them about this. They are clear that behaviour is good. They play well together on the playground and behave impeccably in class. Pupils allow others to learn without disruption. There is an expectation that pupils must be allowed to learn in a calm, peaceful environment. Pupils and staff make sure this happens.

Pupils achieve well because leaders have ensured that staff deliver a well-planned, ambitious curriculum. Pupils learn subject-specific vocabulary to help them understand subjects such as science. Pupils work in harmony, celebrating each other's differences, cultures and faiths.

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

The headteacher has maintained standards since the last full inspection. Leaders have looked carefully at the curriculum to make sure it provides pupils with a breadth and depth of knowledge. In reading, mathematics and physical education (PE), leaders have identified the most important subject knowledge that they want pupils to learn. Staff teach this in a logical order. This helps pupils to know and remember more. In other

subjects, leaders and staff have planned the curriculum with the same rigour. Subjects are well organised and led by enthusiastic staff.

Reading continues to be a strength of the school. The new phonics programme is delivered consistently by well-trained staff. Children in Reception receive phonics teaching every day. Teachers support pupils who struggle to read adeptly. The daily 15-minute story time in all classes in the school has built an enthusiasm and love of reading. The school has fostered this love of reading and the library is popular and well used. Pupils are particularly proud of the reading space based on the book 'Narnia' by C S Lewis. Leaders are aware that they now need to build on the strengths in reading to support pupils' writing. Pupils are not as confident or fluent in writing and spelling.

The mathematics leaders have trained all staff well in the teaching of mathematics. There is a strong focus on using numbers fluently from Reception to Year 6. Teachers provide opportunities for pupils to continually revisit and review previous learning. Pupils use a range of strategies to help them with their calculations and use mathematical vocabulary with accuracy. Practical activities help pupils embed the key learning necessary for them to make progress.

Parents and pupils were particularly positive about the curriculum offer for PE across the school. The subject leader has ensured that the curriculum enables pupils to learn and practise important skills. There is a focus on developing fitness and team skills. Staff utilise the specialist PE support well. Pupils eagerly engage in a variety of sports, and after-school clubs are well attended.

Leaders have ensured a wide range of enrichment activities for pupils. Every pupil is involved in outdoor learning in the woodland area. Here, they revisit ideas learned in the curriculum. This is further supplemented by the range of visitors and theatre companies who work with the school. Pupils are encouraged to look at topics such as democracy and this develops their understanding of the world as well as their appreciation of British values.

Skilful staff are trained well by the special educational needs coordinator (SENCo). This helps them to support pupils with special educational needs and/or disabilities (SEND). Staff make sure that all pupils with SEND access the same curriculum as their peers. Pupils who are disadvantaged also receive effective support. Many pupils have the confidence to work independently and know how to improve their work. They are able to explain their ideas in lessons. Pupils use what they have learned to help them understand ideas in other subjects. A small proportion of pupils find this difficult as they have gaps in their knowledge. This is because they have been absent from school too often.

The governing body and trustees know the school well. They are aware of the school's strengths and areas to develop. They use this knowledge to provide an appropriate balance of support and challenge to leaders. Governors and leaders are mindful of, and support, staff's well-being. They consider staff's workload when introducing changes to benefit the pupils. Staff appreciate leaders' consideration and support, especially during the pandemic. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The procedures to recruit and appoint staff are thorough. Staff receive regular updates and training on safeguarding issues. They are aware of how to notice and react to any concerns. The designated safeguarding leader (DSL) and deputy DSLs, act in a timely and appropriate way when concerns arise about pupils. Staff prioritise the personal safety and well-being of all pupils. They share the view that everyone has a responsibility to keep children safe. Staff work sensitively with parents and external agencies to monitor and support vulnerable pupils.

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

### **(Information for the school and appropriate authority)**

- Leaders have provided consistency in the teaching of reading. This approach now needs to develop writing so that pupils have the same confidence as they do in their reading. Pupils should be supported in becoming more fluent and confident in applying their knowledge of language in their writing.
- A small proportion of pupils are regularly absent from school. As a result, they are missing out on aspects of the curriculum. Leaders should work with parents and carers to improve attendance for these pupils to give them the best chance to achieve as well as they can.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Park Grove Primary School, to be good in April 2016.

## How can I feedback 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144266
<b>Local authority</b>	York
<b>Inspection number</b>	10200620
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	David Hare
<b>Headteacher</b>	Jo Sawyer
<b>Website</b>	<a href="http://parkgrove.ebor.academy">parkgrove.ebor.academy</a>
<b>Date of previous inspection</b>	12 and 13 April 2016, under section 5 of the Education Act 2005

## Information about this school

- This is a smaller than average sized primary school.
- The school joined the Ebor Academy Trust in April 2017.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in evaluations.
- The inspector met with the headteacher and other leaders. The inspector met with five governors, including the chair and vice-chair, as well as the chief executive officer of the Ebor Academy Trust.
- The inspector did deep dives in reading, mathematics and PE. This involved visiting lessons with subject leaders, looking at pupils' work and speaking to pupils about their work. The inspector met with subject leaders and class teachers. The inspector also looked at a range of curriculum plans for other subjects.

- The inspector considered a range of information, including the school's website, minutes of governors' meetings and policies.
- The inspector observed pupils at breaktime, lunchtime and after school.
- The inspector met with parents informally at the start of the school day. The inspection evidence included the views of 90 parents who completed the Ofsted Parent View survey as well as the 57 free text responses received. The inspector considered the 27 responses to the staff survey and the 199 responses to the pupil survey.

### **Inspection team**

Jen Cave, lead inspector

Ofsted Inspector

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