

# Inspection of Park View School

252 West Green Road, Tottenham, London N15 3QR

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Inspection dates: 22 and 23 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

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

Pupils at Park View are kept safe. The working relationships between adults and pupils are incredibly respectful. Parents and carers are positive about the school and the majority said that they would recommend it to others.

Pupils typically behave well, and incidences of bullying are rare. The work of the school's 'BSafe' team encourages all pupils to report their worries to an adult. Most pupils are confident to raise any concerns that they may have. They know that they will be dealt with and resolved swiftly.

Pupils are encouraged to make a positive contribution to the wider community. For example, the student council has raised money and collected supplies to support the relief effort for the recent earthquakes in Syria and Turkey. A range of extra-curricular activities are offered to develop pupils' talents and interests. Examples of these include basketball, football, dance and the 'Parkestra' band.

Pupils typically follow an ambitious and well-planned curriculum. Teachers have high expectations of what pupils can achieve. As a result, pupils learn and remember more and produce work of good quality in different subjects.

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

Leaders have designed a curriculum that typically matches the scope and ambition of what is expected nationally. In most subjects, leaders have identified what pupils need to learn and remember. This subject content is usually well sequenced so that pupils revisit, embed and apply their understanding in different contexts. For example, in music, younger pupils learn incrementally more complex polyrhythms. They then apply this knowledge when composing more challenging pieces. Similarly, in English, pupils learn about how colonialism is portrayed in literature. They use this knowledge when discussing how the beliefs and actions of different characters are presented and perceived.

However, there are a few subjects where the curriculum is less well designed. In these instances, the focus has been on preparing pupils for the examination specifications rather than ensuring that they develop a rich body of secure and detailed knowledge.

Teachers typically use assessment effectively to check pupils' understanding of what they have learned. This enables them to identify and address any errors and misconceptions that arise so that they do not persist. Pupils who struggle with reading are swiftly identified. Leaders have recently introduced a programme to help those pupils who need to catch up in reading. This work has been effective. As a result, pupils read with greater fluency, independence and confidence over time. Pupils at the earlier stages of speaking English as an additional language also receive well-targeted support to read with increasing accuracy. They get to build

their reading confidence by taking part in peer reading sessions supported by older pupils.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate support. This is because leaders work well with outside agencies to secure advice and guidance about addressing pupils' different needs. This information is communicated to staff. They make appropriate adaptations so that pupils can access the same curriculum as their peers wherever possible.

The curriculum for personal, social and health education (PSHE) has been designed to help pupils to understand important issues such as sexting, grooming, exploitation and the risks associated with using social media. Pupils across the school receive appropriate careers advice and guidance. This includes focus days on specific professions and careers fairs.

Pupils typically behave well in class and around the school. Learning is not normally disrupted. This is because most staff implement the agreed system consistently. However, there are times when staff do not follow agreed guidance and procedures for responding to behaviour incidents.

The on-site 'Aspire' provision provides effective support for pupils who may be at risk of exclusion. Leaders have suitable and well-targeted systems in place for ensuring that pupils attend school regularly and on time.

Staff morale is high. They receive appropriate training to develop their teaching expertise and feel positive about the effect this has on their practice. Teachers at the start of their careers feel very well supported. Leaders take an active role in ensuring that staff's well-being and workload is considered.

Those responsible for governance visit the school regularly to seek feedback on new policies and initiatives. This ensures they have a realistic view of the school's effectiveness and prioritise the right areas for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of the key risks that pupils may face. They report any concerns they may have swiftly. This is because leaders have provided appropriate and up-to-date training. Leaders are swift to act on any concerns that are reported to them. They seek advice from external agencies when needed. This ensures that pupils and their families receive the help that they need.

Pupils feel safe at school and know who to report concerns to. Leaders are currently working with pupils to improve their views and perceptions of reporting concerns. Pupils agree that this work is important to them.

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

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

- In a few subjects, leaders have not thought sufficiently beyond the examination specification when identifying the important concepts that pupils need to learn. As a result, pupils do not develop as deep a body of knowledge in these subjects. Leaders should identify what they want pupils to learn and remember in each subject. This should be sequenced so that pupils revisit, practise and embed key ideas. This clarity will also support teachers to check that pupils have understood what they have learned in these subjects.
- Occasionally, there are aspects of the school's work where leaders' high expectations are not being fully realised. Leaders need to ensure that staff consistently apply school policies and procedures, including the agreed approach for managing behaviour.

## 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](#)' 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>	131757
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10255358
<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1190
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Corbett
<b>Headteacher</b>	Andrew Webster
<b>Website</b>	<a href="http://www.parkview.haringey.sch.uk">www.parkview.haringey.sch.uk</a>
<b>Date of previous inspection</b>	10 October 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders make use of four registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into consideration in their evaluation of the school.
- Inspectors met with the headteacher and a range of senior leaders. The lead inspector also held meetings with representatives from the governing body and the local authority.

- Inspectors carried out deep dives in these subjects: English, modern foreign languages, music, mathematics and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys were considered.

### **Inspection team**

Matea Marcinko, lead inspector	His Majesty's Inspector
Joanne Hamill	Ofsted Inspector
Ian Morris	Ofsted Inspector
Debbie Lebrett	Ofsted Inspector
Sam Hainey	His Majesty's Inspector

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