

Inspection of Park Vale Academy

Top Valley Drive, Top Valley, Nottingham, Nottinghamshire NG5 9AZ

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires Improvement

The headteacher of this school is Steve Bowhay. This school is part of Redhill Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Burns, and overseen by a board of trustees, chaired by Simon Healy.

What is it like to attend this school?

Pupils enjoy attending Park Vale Academy. The school has high expectations of what pupils can achieve and how they should behave. Most pupils meet these expectations. Staff and pupils said that the school has improved. The school is calm and orderly. There are clear routines that pupils understand and follow. Most pupils behave well in lessons. At break and lunchtime, pupils behave sensibly. They enjoy socialising and taking part in different activities. There are positive relationships between staff and pupils. Pupils are polite and well-mannered. They treat each other respectfully.

Pupils say that bullying sometimes happens. They think that staff are good at resolving any issues. Pupils feel safe in school. They know there is a range of staff they can speak to if they have any worries.

Through its co-curricular offer, the school provides a range of clubs that pupils can attend. Pupils enjoy taking part in sports activities and attending clubs such as the pride club, dance club, chess club and cooking club. Many Year 11 pupils appreciate and make good use of after-school revision sessions. An increasing number of pupils now participate in the Duke of Edinburgh Award scheme.

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

The school and trust have worked well to improve the curriculum and its delivery. As a result, pupils benefit from a broad and ambitious curriculum. All pupils, including those with special educational needs and/or disabilities (SEND), have equal access to the curriculum, including the full range of English Baccalaureate subjects at key stage 4. The curriculum is well-planned. It is clear what pupils will learn and when. This supports teachers in delivering the curriculum well.

Most teachers use their good subject knowledge to deliver the curriculum well. They question pupils effectively to check their understanding. Staff use assessment well to identify and address any gaps in learning. As a result, most pupils progress well through the curriculum and achieve well. However, some staff do not always use the school's agreed approaches to deliver the curriculum. For example, staff do not always use activities to support pupils in remembering what they have learned well. As a result, in some subjects, pupils do not learn as well as they could.

Teachers get clear information about how to meet the needs of pupils with SEND. They use this well to ensure that these pupils can access the curriculum. This means that most pupils with SEND achieve well. The school has prioritised reading. Pupils who need extra help to improve their reading skills get effective support.

The school has ensured that there is a clear system for dealing with any behaviour issues. Staff and pupils understand this well. This means that pupils are clear about the school's expectations of how they should behave. As a result, lessons are rarely

disrupted. Pupils who need help to improve their behaviour are supported well. This means that suspensions are reducing.

The school has prioritised improving attendance. Staff use a range of strategies to support pupils to attend school regularly. This is starting to have an impact. Attendance is improving. However, the school does not always have a precise understanding of which strategies are helping to improve attendance.

A well-thought-out programme supports pupils' broader development. Pupils learn about online safety, healthy eating, consent and how to stay safe in the community. They learn about different religions. They also learn about equality and how to treat others with respect. Pupils benefit from a comprehensive careers programme. This prepares them well for their next steps.

The school is well led and managed. Staff enjoy working at the school and feel well-supported. Staff have a range of training opportunities to improve their practice. Trust leaders have provided effective support to improve the school.

Those responsible for governance know the school well. They provide good support and challenge. They fulfil their duties well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not always use the school's agreed approaches to deliver the curriculum well. This means some pupils do not always learn as well as they could in some subjects. The school should ensure that all teachers use the school's agreed approaches to deliver the curriculum effectively.
- The school is taking action to improve attendance. However, it does not always have a precise understanding of which strategies are helping to improve attendance. The school should ensure that it identifies the most effective strategies for securing good attendance. The school should then embed these so that improvements are sustainable.

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	144487
Local authority	Nottingham
Inspection number	10298521
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	900
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
CEO of the trust	Andrew Burns
Headteacher	Steve Bowhay
Website	www.parkvaleacademy.org.uk
Date of previous inspection	15 and 16 July 2021

Information about this school

- The school is part of Redhill Academy Trust
- The school uses two registered alternative providers and one unregistered provider for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with the headteacher, the senior deputy headteacher, the two deputy headteachers other trust leaders.
- Inspectors carried out deep dives in these subjects: mathematics, English, religious education and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited tutorial sessions and assemblies.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at break and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaire.
- The lead inspector met with the chair of the trust and members of the local academy board.
- The lead inspector met with the CEO of the trust and other trust leaders.
- Inspectors observed pupils' behaviour and break and lunchtimes.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Paul Sweeney	Ofsted Inspector
April Wright	Ofsted Inspector
Karen Hayes	Ofsted Inspector

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