

Inspection of Park View Primary Academy

Harlech Road, Leeds, West Yorkshire LS11 7DG

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

The headteacher of this school is Louise Taylor. This school is part of Delta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Tarn, and overseen by a board of trustees, chaired by Steve Hodsman. There is also an executive principal, Trudi Bartle, who is responsible for this school and others.

What is it like to attend this school?

Park View Primary Academy is an inclusive, aspirational, and caring school. Pupils are at the heart of all the school's decisions. The school strives to make sure every child knows that they are deeply valued and part of the school community. Relationships between staff and pupils are built on positivity and praise. As a result, pupils thrive here.

The school celebrates its multicultural diversity. Pupils are proud of this. The curriculum is carefully designed to celebrate pupils' local and global heritage. The school provides exceptional character development for pupils. Pupils are deeply proud of the many leadership opportunities that they have and the various ways they can contribute to the life of the school. They have an extensive range of extra-curricular activities during the school day, trust-wide competitions, and charitable opportunities. They are excited when celebrating each other's achievements.

There is an ambitious curriculum across school. Pupils' outcomes are improving. Pupils with special educational needs and/or disabilities (SEND) are well supported. Staff expertise is well developed through trust training, support from directors of learning and subject and year group networks.

Pupils are safe, confident, and happy. The school teaches pupils to be skilled at recognising risks on the internet and in the community. Parents are overwhelmingly happy with the school.

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

The school has carefully considered changes to the curriculum and the structure of lessons to help pupils build their knowledge and skills over time. This is beginning to have a positive impact on improving pupils' attainment by the end of key stage 2. While there is a clear focus on improving outcomes for pupils, including those who are disadvantaged, the full impact of this work is still developing. As a result, some pupils have gaps in their knowledge, which can affect how well they build and deepen their learning over time. The curriculum has been curated to build pupils' knowledge in a sensible order and provide regular opportunities to revisit previous learning. The school's approach to curriculum delivery helps pupils to be successful in their lessons. There are well embedded routines in place to check pupils' understanding. These inform teaching going forward and help the school to decide which pupils would benefit from additional support.

The school identifies and understands the needs of pupils with SEND quickly. They liaise with colleagues with expertise across the trust and external partners, so that pupils receive the support they need. Staff are well trained to provide tailored interventions or additional teaching if required. This is also true of the mental health support pupils receive. The school is committed to ensuring they understand how they can best support pupils to be ready to learn.

Phonics teaching and the new reading curriculum have raised the profile of reading across school. Children in Nursery are well prepared to learn how to read as soon as they start

Reception. The majority of pupils learn to read quickly and accurately. When pupils need additional support, they receive timely and effective additional teaching. They are exposed to a wide range of well-chosen texts that introduce them to range of themes, vocabulary, and genres. Pupils discuss books and poems with genuine enthusiasm.

Children make an extremely strong start in the early years. The curriculum is progressive and carefully designed. The indoor and outdoor environments are meticulously designed to enhance children's learning opportunities. Children are engrossed in their learning. Staff expertise helps to extend children's language and writing skills. Children readily use recently taught vocabulary and are keen to show each other and adults what they know and can do. Right from Nursery, children know the routines and expectations of the day extremely well. Parents and carers appreciate the weekly opportunities to 'stay and play' with their children and be involved in their learning.

There is a lovely atmosphere around school. Pupils are excited about their learning. They are kind, polite and respectful to each other and adults. Pupils enjoy their weekly opportunities to spend positive points and nominate their peers to receive awards each week. Staff believe it is important to welcome pupils each morning and give them a positive start to their day. Pupils are keen to come to school each day and attend well.

The school celebrates each pupil's unique contribution to the school community. Pupils are keen to collect 'Delta Stars' and be involved in all aspects of school life. This contributes to the aspirational culture throughout school. Pupils remember their learning from personal, social and health education lessons extremely well. They use this learning to help them be considerate, reflective, and caring individuals. They have a superb understanding of equalities, healthy relationships, and citizenship. The school helps them to be skilled at conflict resolution and managing their emotions.

Leaders are deeply passionate about their school community. The expertise from additional leaders across the trust further strengthens the school. Leaders, including from the trust, work well together. Governance of the school is robust and highly effective. The systems to develop staff's expertise work well. Staff are proud to work here. Their professional development and well-being are a priority.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The trust is refining the curriculum to better meet pupils' needs and address historic gaps in learning. However, some pupils, including those who are disadvantaged, have not secured the knowledge they need, and this limits how well they achieve by the end of key stage 2. The trust should continue to develop its work to address the barriers

these pupils face, so that pupils achieve well and are fully prepared for the next stage of their education.

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	138673
Local authority	Leeds
Inspection number	10346455
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
CEO of the trust	Paul Tarn
Headteacher	Louise Taylor
Website	www.pvpa.org.uk
Date of previous inspection	14 December 2023, under section 8 of the Education Act 2005

Information about this school

- The academy is part of Delta Academies Trust.
- The school has a nursery provision.
- There is a breakfast club at the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision. Inspectors spoke to senior leaders and including representatives from the board of trustees.
- Inspectors carried out deep dives in early reading, mathematics, and history. 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 spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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 met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Rob Hunter

Ofsted Inspector

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