

Park View Academy

Inspection report

Unique Reference Number	131757
Local Authority	Haringey
Inspection number	341214
Inspection dates	3–4 March 2010
Reporting inspector	Helen Pennington

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1215
Appropriate authority	The governing body
Chair	Mr Tim Fyles
Headteacher	Mr Alex Atherton
Date of previous school inspection	8 May 2007
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Introduction

This inspection was carried out by five additional inspectors. They observed 40 lessons and teachers, visited tutor time and assembly and held meetings with teachers, groups of students and governors. They observed the school's work, and looked at a range of documentation, including plans for improvement and raising attainment, minutes of meetings, students' books, progress data, questionnaires from staff and students, and 416 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well focused teaching is on the needs of individuals and how much it is contributing to learning and progress
- the impact of the leadership focus on raising attainment
- how well the curriculum has been personalised to meet the needs of all groups of students.

Information about the school

Park View Academy is a larger than average, very ethnically diverse school. Almost two fifths of students have special educational needs and/or disabilities. A similar proportion are eligible for free school meals. This is significantly higher than the national average. About three quarters of students speak English as an additional language. Again this proportion is much higher than in other schools.

The school has had joint specialist status in languages and performing arts since 2004 and has held the Healthy Schools Award for three years. More recently, in 2009 it gained the full International Schools Award, the ICT Mark and ArtsMark Gold among other awards. In February, the school were UK Youth Parliament winners and during the inspection became the UK Coca-Cola Enterprise Champions. The school was also re-designated by Investors in People in June 2009.

There is extensive building work on the school site at present, due for completion by September 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Park View Academy is a school where aspirations are high and every effort is being made to secure the best outcomes for students. Attainment is low compared to national averages, but the progress that students make while they are in the school is good, given their very low starting points. The school is working hard to raise standards, particularly in English and mathematics, and is confidently expecting its best ever set of results for Year 11 in Summer 2010.

The curriculum is good and the level of personalisation and support it offers to individual students is excellent. At Key Stage 3, all students are encouraged to become 'lead learners' through the development of independent learning and thinking skills. At Key Stage 4, students select half of their curriculum through a free but guided option choice. The curriculum is reviewed annually and changes are made to the courses on offer at Key Stage 4 so that they best match the needs and interests of students. The proportion of students gaining five or more pass grades at GCSE, or equivalent, is now in line with national averages and the proportion of students who leave the school and are not in employment, education or training has significantly reduced and is now well below that found nationally.

The quality of teaching has improved in the last year and the large majority of teaching observed during the inspection was good or better. There are good relationships between students and teachers. Students pay close attention to their teachers and generally behave well in lessons. Teachers know students well and are aware of their individual needs. However, they do not always plan lessons which will meet those needs. Although students have an accurate understanding of their current performance and of their targets, they do not always know how to get from one to the other because they sometimes do not receive detailed enough developmental feedback from their teachers.

Behaviour was good or better in the vast majority of lessons observed by inspectors. However, students are concerned about behaviour in lessons and around the school and a number of teachers indicated that they felt that incidents of poor behaviour were not always dealt with consistently. Inspectors were aware of behaviour which was less than good around the school and in a very small minority of lessons.

Senior leaders have engaged external consultants to support their drive for improvement. They have clear plans in place, based on an accurate understanding of the school's strengths and weaknesses, and have set ambitious targets. They are determined that social challenges should not be barriers to learning. The better provision and the impact that this has had on students' engagement with education,

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including their improved attendance, demonstrates good capacity to improve.

What does the school need to do to improve further?

- Raise attainment by:
 - continuing the focus on raising standards in English and mathematics throughout the school
 - ensuring that work is carefully matched to the needs of individual students in every lesson
 - using assessment to help students understand exactly what they have to do to make progress.
- Minimise the impact of the small amount of disruptive behaviour on learning by:
 - helping students to take responsibility for their own behaviour
 - consistently applying effective behaviour management strategies.

Outcomes for individuals and groups of pupils

3

In the majority of lessons seen during the inspection, learning and progress were at least good. This is as a result of the personalised nature of the curriculum, which promotes student engagement, together with improved teaching. Students made the most progress when they were busy, either on practical activities or with challenging, interesting work. At times, progress was limited by tasks not being matched closely enough to the needs of individuals, so work for some was too easy and for others too hard. Learning and progress for students who have special educational needs and/or disabilities and for students who speak English as an additional language was similar to that of other students.

The large majority of students say that they feel safe in school and most parents and carers agree that the school keeps their children safe. Students take an interest in information and guidance about how to be healthy provided by the personal, social and health education programme. They demonstrate an understanding of some of the major threats to their health and how to avoid them. The school provides a wide range of opportunities for students to be involved in physical activities but there is limited take-up of these.

Students make a good contribution to the school community and take on responsibilities to support other students or to improve their environment. There are clear structures for them to bring their concerns to the attention of school leaders and they feel that they are listened to. The recent move of the Year 11 students to their own separate area for tutor time is an example of student views being acted upon by the school.

The school is working hard to develop the competence of learners through its emphasis on literacy in all lessons. This, together with improved attendance and in particular a significant reduction in the number of students who are persistently absent, supports students in developing skills which will contribute to their future economic well-being.

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The school embraces its diversity and uses this effectively as a tool to develop students' spiritual, moral, social and cultural understanding. The generally harmonious school environment shows that students respect each other's differences and get on well together. The assembly and tutorial programmes provide opportunities for students to learn about the beliefs and lifestyles of others and to consider moral dilemmas.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Improvements in teaching have contributed to better outcomes for students. Teachers' good subject knowledge and effective planning ensure that students make good progress in lessons. Technology, in particular video, is used well to motivate and engage. This also supports the learning of students for whom English is an additional language. There is a wide range of strategies available to support students who are in danger of not meeting their targets. This includes a very well-attended Saturday school and the opportunity for additional examination practice. Tutor time is well used to support students with their personal development and study skills.

Inspectors saw some very good examples of assessment being used to support learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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In a history lesson, students' assessment of their own and others' work was checked against subject criteria. This meant that students understood their own levels and exactly how to improve them. This high-quality practice is not consistent across the school.

There is good support for all students through the pastoral system. Careful, weekly monitoring ensures that appropriate interventions are made for students who need additional help. This has a positive impact, particularly on improving student attendance. Transition arrangements are well established and Year 11 students report good support when making choices about the next stage of their lives.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leaders have clear ambition for the school and they share this with staff at all levels, through line management and wider staff meetings. Middle leaders undertake regular self-evaluation and work together with a clear sense of purpose about improving student attainment. Target setting is aspirational and the monitoring of students' progress towards their individual targets is rigorous. Although outcomes are not yet what the school would wish, secure evidence suggests that they are improving strongly. Governors recognise the strengths of the school and offer challenge as well as support. They understand their statutory duties and carry these out effectively. There are effective arrangements, including links with key agencies, for ensuring the safety of students. Record keeping in connection with safeguarding is good. There is a strong emphasis on promoting respect for human rights and equality through the curriculum, tutor time and assemblies. The cultural diversity of the student community is viewed very positively and the fact that all the different groups perform equally well is testament to well-embedded equality of opportunity.

The school makes a good contribution to promoting community cohesion. There have been recent activities to support the Somali community in accessing education provision and to make links with Turkish and Kurdish families. The school has employed multilingual staff so that families who do not speak English feel able to engage. A very wide range of community groups use the school; Arabic and Cantonese lessons take place at weekends, through the languages specialism. In school, students from different backgrounds get on well together.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A very large majority of the parents and carers who responded are happy with their children's experience at the school. Most agree or strongly agree that their children enjoy school and that the school keeps them safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park View Academy to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 416 completed questionnaires by the end of the on-site inspection. In total, there are 1215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	27	261	63	28	7	7	2
The school keeps my child safe	92	22	262	63	43	10	12	3
The school informs me about my child's progress	127	31	233	56	37	9	7	2
My child is making enough progress at this school	92	22	262	63	38	9	10	2
The teaching is good at this school	71	17	272	65	47	11	12	3
The school helps me to support my child's learning	88	21	233	56	64	15	15	4
The school helps my child to have a healthy lifestyle	77	19	225	54	93	22	12	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	95	23	236	57	46	11	6	1
The school meets my child's particular needs	54	13	251	60	75	18	11	3
The school deals effectively with unacceptable behaviour	102	25	214	51	67	16	16	4
The school takes account of my suggestions and concerns	58	14	235	56	70	17	19	5
The school is led and managed effectively	71	17	258	62	50	12	9	2
Overall, I am happy with my child's experience at this school	116	28	235	56	37	9	15	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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5 March 2010

Dear Students

Inspection of Park View Academy, London N15 3RB

Thank you for your contribution to the recent inspection of your school. It was a pleasure meeting with you and seeing you at work. Two of us particularly enjoyed sampling the results of your catering practical!

You make good progress during your time at Park View and we judge that the school provides you with a satisfactory education overall. The school is working hard to improve examination results. We have asked that senior leaders retain their focus on improving outcomes for you in English and mathematics in particular. You know what your targets are as well as the levels at which you are currently working. We have asked teachers to give you clearer, individual information on exactly what to do to improve your work. We have also asked them to make sure that there is work in every lesson which is appropriate for students of different abilities so that you are all able to make even more progress.

You are well provided for by the curriculum. In Key Stage 3 you are encouraged to become 'lead learners'. In Key Stage 4, you are able to choose half of the courses you follow. This, together with improved teaching, has helped you to be more interested in your school work and has encouraged you to attend school regularly. You have a good awareness of a range of cultures and beliefs and your understanding of each other helps you to get along well. You are well looked after by the school and know that you have someone to talk to should you need to.

Inspectors saw you behaving well in most lessons. You told us that there is behaviour which is less than good around the school and that sometimes your learning is affected by disruption in class. We have asked teachers to support you in being more responsible for your own behaviour. You can help by considering the impact of what you are doing on the learning and experience of those around you.

We wish you every success for the future.

Yours sincerely

Helen Pennington

Lead inspector

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