

Park View School Academy of Mathematics and Science

Naseby Road, Alum Rock, Birmingham, B8 3HG

Inspection dates 5–6 and 17–18 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The academy's work to raise students' awareness of the risks of extremism is inadequate.
- External speakers have not been vetted properly. For example, those who speak to students as part of a programme of Islamic-themed assemblies.
- Students are not taught how to use the internet safely. They are not taught sex and relationships education effectively. They are not suitably supported in understanding how to protect themselves from all types of bullying.
- Equality of opportunity is not promoted well.
- There are few opportunities for students to learn about different types of beliefs and cultures in the older year groups. Students are not taught citizenship well enough or prepared properly for life in a diverse and multi-cultural society.
- A significant number of staff reported to inspectors that they have no confidence in either senior leaders or governors.
- Staff believe that governors involve themselves inappropriately in the running of the academy.
- Some staff feel intimidated and are fearful of speaking out against changes.
- The academy has not ensured that recruitment practices when appointing or promoting staff are fair and transparent.
- Senior leaders and governors do not evaluate the work of the academy rigorously enough. They do not monitor the achievement of different groups of students, including those with special educational needs.
- Governors have failed to ensure that safeguarding requirements and other statutory duties are met.
- There is insufficient capacity in the senior leadership team or among the governing body to bring about improvement.

The school has the following strengths

- Achievement is good. Examination results at the end of Key Stage 4 exceed the national average. At Key Stage 3, progress rates are inconsistent.
- Teaching of academic subjects is good overall. All teachers help students to develop their English speaking and literacy skills.
- Students' behaviour is generally good. It is better in the higher ability sets. Students are proud of their academy, are polite and are keen to achieve. Students attend regularly.

Information about this inspection

- This inspection was initiated under section 8 of the Education Act 2005 with an initial focus on safeguarding, and leadership and management. It was subsequently deemed a section 5 inspection due to the extent of concerns surrounding safeguarding, and leadership and management.
- Inspectors visited 21 part-lessons (seven of them jointly with senior leaders), five tutorial sessions and three assemblies. They conducted 25 other short visits to lessons and classrooms in a series of 'learning walks', including two with senior leaders.
- Inspectors asked some students to read aloud and discussed their progress in reading. They looked at work and marking in students' books.
- Inspectors held meetings with the acting principal, the executive principal, senior leaders, subject and pastoral leaders, the special educational needs coordinator, teachers, ancillary staff and the Chair and members of both the governing body and the Park View Educational Trust (PVET).
- Inspectors scrutinised the single central record of checks carried out on staff and other documents relating to safeguarding and child protection, including the procedures for safer recruitment and the academy's attendance, behaviour and incident records. They examined a range of other documents, including the academy's own records of students' progress and attainment. They also looked at monitoring documents and records relating to performance management of staff and equal opportunities for both staff and students.
- Inspectors took time to walk around the academy each day. They spoke with students in meetings and more informally to gain their views on different aspects of academy life, including teaching, learning, behaviour and safety.
- Inspectors spoke to more than 30 members of staff. Staff were given two opportunities to complete a staff inspection questionnaire. There were 76 responses in the first instance and 73 in the second. Many responses included additional written comments.
- The inspectors took account of 31 responses to the online Parent View survey and the academy's own survey information collected during a Year 7 parents evening. Parental views were also gained through telephone calls and a meeting with a representative group of parents.

Inspection team

Angela Corbett, Lead inspector

Her Majesty's Inspector

Andrew Cook

Her Majesty's Inspector

Peter Humphries

Her Majesty's Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Park View School - Academy of Mathematics and Science is a smaller than average secondary school that converted to academy status in April 2012. It is managed by Park View Educational Trust (PVET). The trust has expanded since to become a multi-academy trust that includes Nansen Primary School and Golden Hillock School.
- There are 618 students on roll. Almost all students are from minority ethnic groups and speak English as an additional language, although very few are at the earliest stages of learning English.
- The proportion of students eligible for the additional government funding through the pupil premium (those known to be eligible for free school meals, in the care of the local authority or with a parent or carer in the Armed Services) is well above the national average. There are no children from service families on roll.
- The proportion of students with special educational needs and/or disabilities receiving extra support through school action is just below average. Students who receive a greater level of support through school action plus or a statement of special educational needs is well above average.
- A small number of students at the academy are looked after by the local authority.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Very few students attend off-site alternative provision at either Golden Hillock School or EBN Academy, for students who need extra support to learn and behave well. The EBN academy is not part of PVET.
- There have been considerable staff changes since the academy opened almost two years ago.
- The substantive principal, who was appointed in Spring 2012, is currently seconded to Golden Hillock School as acting principal. A Park View vice principal is currently the acting principal. The former academy principal is now the executive principal of the trust, she is due to retire at the end of the Spring Term 2014. She is being replaced by the substantive principal of Park View, who will continue in this capacity in addition to the post of executive principal of the trust. Other leaders have transferred to, or work part of their time in, the other two trust academy schools. A new vice principal and a new assistant principal have been appointed to start in April 2014.
- The Chair of the Governing Body of Park View is also the Chair of the PVET Board.
- This is the first section 5 inspection since the school converted to academy status. This inspection followed a section 8 monitoring inspection, which was deemed a full section 5 inspection under the Education Act 2005.

What does the school need to do to improve further?

- Urgently improve systems for safeguarding students so that statutory requirements are met and statutory guidance is fully adhered to by:
 - governors checking annually that all statutory safeguarding requirements are met and that all

statutory guidance is followed

- providing all staff with appropriate training in all aspects of safeguarding
- extending the use of 'Prevent' strategies to raise students' awareness about the risks of extremism
- making sure that the child protection policy for dealing with allegations against staff reflects updated statutory guidance
- including arrangements for dealing with allegations of abuse against leaders and managers in the child protection policy
- stating how the child protection policy will be reviewed and revised.

■ Ensure leadership and management are effective by:

- securing equality of opportunity for all staff and students
- clarifying the different responsibilities of leaders and governors
- developing systems to ensure that all aspects of the academy's work are rigorously monitored, evaluated and used to make improvements, including those for recruitment and promotion
- setting out clearly the arrangements for monitoring and evaluating all academy policies.

■ Review the academy's curriculum and programmes for spiritual, moral, social and cultural development that:

- ensures students' learning has sufficient breadth, balance and coverage of all aspects of their personal development, including how to stay safe
- fully prepares students for life in modern Britain and a multi-cultural society
- raises students' awareness around the risks of extremism.

■ Improve the quality of teaching so that all groups achieve equally well by ensuring that:

- teachers plan opportunities to stretch the most able students and meet the needs of those who require additional help
- marking of students' work gives an indication of strengths, provides advice on how to make improvements and checks whether students have acted on previous advice.

External reviews of governance and of the academy's use of the pupil premium funding should be undertaken in order to assess how these aspects of leadership and governance may be improved.

Inspectors strongly recommend that the academy does not appoint newly qualified teachers.

Inspection judgements

The achievement of pupils is good

- Students, including those learning English as an additional language, make generally good progress. Over the last three years, the proportion achieving five or more GCSE A* to C grades, including English and mathematics, has been well above the national average. Nearly all students proceed to local sixth forms or colleges with the majority following A-level courses.
- By the end of Key Stage 4, progress for middle ability students is outstanding in English and mathematics. However, it is not as strong for the most able, those of lower ability and those supported by school action plus or a statement of educational needs. In 2013, achievement in some subjects, such as home economics, was not as high as in science and history where most able students attained particularly well.
- Progress by students with special educational needs and/or disabilities supported by school action plus, or those who have a statement of special educational needs, requires improvement. This is because teachers do not always ensure that the right work is set.
- The most able students make good rather than outstanding progress because they are not always stretched to achieve their full potential. A relatively small proportion of students achieved the highest A*/A grades in 2013 across a range of subjects. However, a significant number did achieve AS level in religious education. Current academy assessment information suggests that a higher proportion of students are set to achieve these grades in English and mathematics in 2014.
- All students are entered early for GCSE examinations in mathematics. In 2013, over 80% of the Year 11 were also entered for the IGCSE in mathematics. While middle ability and less-able students achieved well, too few of the most able students secured the highest grades.
- The progress of students in Key Stage 3 is inconsistent. A significant proportion of students in this key stage are not on track to achieve their target grades, including in mathematics.
- The Year 7 catch-up fund has been used to support students' progress in literacy. This has enabled many but not all to catch up with their peers.
- Students eligible for the pupil premium achieve well, with progress rates similar to those of other students. A commercial reading programme enables students, including those learning to speak English, to improve their reading levels. This contributes to their achievement by the end of Key Stage 4. In 2012, Year 11 pupils eligible for free school meals attained higher standards than those who were not in receipt of free school meals. Their attainment in English was one third of a grade higher. However, the academy has not been able to sustain this. In 2013, the gap reversed so that attainment in English and mathematics for Year 11 students eligible for free school meals was just below that of other students. Current academy data suggest that this gap is set to widen in 2014 to one third of a grade in English and two thirds in mathematics. While leaders recognise this, they are not clear about the reasons why.
- A very small number of students are educated full time in alternative provision. These placements are matched to their learning and pastoral needs. Consequently, they attend and achieve well.

The quality of teaching is good

- The quality of teaching is better at Key Stage 4 than at Key Stage 3. Additional teaching and support outside of lessons, such as the 'compulsory' Sunday morning session, helps students to reach high levels of attainment by the end of Key Stage 4. The teaching of mathematics at Key Stage 3 requires improvement.
- Students say that their teachers are committed, keen for them to do well and provide additional help readily. Parents agree. Teachers have generally high expectations, make skilful use of questioning, and set interesting work that engages students. Students respond positively when asked to think about or reflect on what they are being taught.
- All teachers view themselves as 'teachers of English' and recognise their part in developing students' listening, reading, speaking and writing skills. This supports the achievement of those students learning to speak English or those who enter the academy with low levels of literacy. Precise subject-based examination guidance, good development of subject knowledge and routine practice enables students to become skilful and confident in answering examination questions. However, students are not taught numeracy as systematically as they are taught literacy.
- Teachers' planning tends to be focused on the middle ability groups. Consequently, the more able students within a class are not always sufficiently stretched and the needs of those who require additional help are not met.
- In most books, students' work is tidy and well presented. The quality of marking is variable. In some subjects, for example mathematics, work is not marked properly. Good practice in marking, however, was seen in English, geography and science. In these subjects, teachers highlight strengths and provide students with advice on how to improve. However, subsequent checks to ensure that students' have responded to advice are rare.
- Teaching assistants generally give students help and support throughout the day, making effective contributions to students' learning, particularly those with special educational needs. However, this is not consistent. This is because teachers do not always give them enough guidance on what is expected of them.

The behaviour and safety of pupils are inadequate

- The academy's work to keep students safe and secure is inadequate. The academy is not doing enough to keep students safe, including raising students' awareness of the risks of extremism. Use, in liaison with the police, of the government's 'Prevent' strategy to identify and avoid extremism has only taken place for students in Years 7 and 8. Moreover, most staff have not received training in the 'Prevent' programme, although there are now plans for this to take place.
- Students say that incidents of bullying are rare and that it is dealt with effectively when it does occur. However, their understanding of all the different types of bullying and how to stay safe on the internet is very limited. Not all aspects of how to live a healthy lifestyle are covered. Students who have concerns about health issues, including sexual health, are not confident about who to turn to if they need to talk to someone. Not all staff are sufficiently trained to deal with concerns raised by students. These shortcomings compromise students' safety and well-being, both in and outside of the academy.

- The behaviour of students is good. They behave well in lessons, although, on rare occasions, a few students in lower ability groups can lose concentration. Students' conduct around the academy at different times of the academy day is mature and responsible. Students have good attitudes to learning.
- Boys and girls are taught separately in religious education and personal development lessons. In a mixed-sex school, this is a missed opportunity for girls and boys to share opinions and discuss together some important matters that are part of their daily lives.
- Students are proud to be part of Park View. They look smart, value the academy's facilities and treat the premises with care. They are courteous and polite to each other, members of staff and visitors. Classrooms and other areas of the academy are well ordered.
- The management of behaviour is effective and systems are in place to monitor and support individual students, especially those at risk from exclusions and in alternative provision. Staff have received training on how to manage students' behaviour, including how they should react to girls and boys mixing. However, girls who spoke with inspectors say that some staff over-react or actively discourage them from speaking to boys and from participating in extra-curricular activities, both on and off the academy site.
- Students' attendance is above average and they arrive punctually at school and lessons. Any absence or lateness is followed up swiftly by staff.

The leadership and management are inadequate

- A significant number of staff say they have no confidence in either the senior leaders or the governing body. They believe that the academy is poorly led and managed and that neither staff nor students are treated equally and fairly. Some staff were keen to share with inspectors their concern that recruitment practices were unfair. Others were very anxious about the possible consequences of expressing their views openly to inspectors.
- The acting principal and other leaders do not ensure equality of opportunity, nor do they know the extent to which equality is promoted by staff in the academy. For example, few students with special educational needs become prefects because many struggle to complete the written application form and no help is given to them.
- Leaders and managers have not ensured that safeguarding requirements are met or that statutory guidance is fully adhered to. Details of checks for staff not directly employed by the academy were only added to the single central register during the first inspection visit. The recruitment process, including for promotion, is opaque and is insufficiently monitored to ensure equality of opportunity.
- A significant number of staff had not received training in child protection when inspectors first arrived at the academy. Training has not been tailored to the particular safeguarding context of the students in this academy, such as awareness of forced marriage or the early signs of extremist behaviour.
- The academy's policy for child protection, revised between the first and last days of this inspection, has significant omissions. It does not promote a strong culture of safeguarding because:

- expectations for the training of staff and designated persons are missing
 - details for dealing with allegations against staff do not reflect updated statutory guidance
 - the arrangements for dealing with allegations of abuse against members of staff at all levels of seniority are not stated adequately
 - no reference is made to any wider safeguarding issues such as forced marriage or to the use of 'Prevent' strategies to keep students safe
 - it is not clear how the policy will be reviewed and revised
 - the policy lacks detail about the role of the governing body in ensuring that safeguarding meets requirements.
- The academy has developed systems for monitoring the achievement of both individuals and different groups of students, including those in alternative provision and those in receipt of free school meals. However, there is very little in-depth analysis of behaviour, rewards, exclusions, attendance, accidents and child protection data.
- The impact of pupil premium funding for different groups of students is not analysed effectively. It is measured against average outcomes at Key Stage 4 and not against the progress of other year groups across the academy.
- The academy's evaluation of its performance is superficial. It is focused on the academic outcomes at the end of Key Stage 4 and is not linked sufficiently to different student groups or across other year groups. Information about students' progress, gained from monitoring of teaching, is not used well enough to ensure that teaching meets the needs of all students.
- The lack of rigorous monitoring of all aspects of academy life means that neither senior nor subject leaders can accurately evaluate and plan or take the right actions to bring about improvement. Senior leaders have been overly optimistic and over-estimated the academy's performance.
- Subject leaders have responsibility for monitoring the quality of teaching. However, monitoring does not draw things together to build a full and accurate picture of the quality of teaching across the academy. Senior and subject leaders are failing to maintain the consistently high quality teaching that was recognised during the 2012 inspection. Decisions about teachers' pay and progression are linked to student progress targets.
- Key Stage 4 teaching starts in Year 9. The range of academic subjects offered has a strong focus on literacy and numeracy development. The current religious education programme in Years 7 and 8 enables students to develop limited understanding of different religions and cultures and how to stay safe. However, from Year 9 onwards students focus almost entirely on Islam, with very few opportunities to explore other religions and cultures. Inspectors were told that the academy has plans to change this.
- The academy has a programme of personal development, and spiritual, moral, social and cultural development, alongside opportunities to develop leadership skills. Students are invited to develop moral understanding through the weekly themed Islamic assemblies. However, no opportunities exist for non-Muslims to attend alternative assemblies. Leaders do not sufficiently review the opportunities offered to ensure breadth, balance, choice and coverage.
- Students' understanding of the arts, different cultures and other beliefs are limited. This together with their superficial understanding of how to stay safe and awareness of life in different parts of the United Kingdom mean that students are not well prepared for life in wider society.

- There is very little evidence that any external support provided to the academy is having an impact. Some links with the police are in place but these are not sufficiently embedded to ensure that all staff and students are aware of the risk of extremism.

■ **The governance of the school:**

- Governance is inadequate. The governing body of Park View and the trust have not ensured that they are properly informed about the effectiveness of all aspects of academy life. They do not check with sufficient rigour that statutory duties, including safeguarding, are met.
- The governing body has not ensured that systems are fair and transparent, including recruitment. Some individual governors are seen by a significant proportion of staff to have too much direct influence on academy life, including on the curriculum and the day-to-day running of the school.
- The governing body has directed the executive principal to focus on the setting up of the trust and the incorporation of Golden Hillock and Nansen Primary Schools. This has prevented her from monitoring and holding to account the headteachers and senior leaders at the three schools.
- Senior leaders undertook an audit of safeguarding in June 2013. This highlighted that governors were not checking safeguarding arrangements but was not tackled until shortly after the initial inspection visit on 5 and 6 March 2014.
- The governing body does not hold the academy to account for the achievement of students and the performance of teachers. They place too much emphasis on outcomes at the end of Key Stage 4 and overall value added scores rather than on the progress rates of different groups, such as disabled students and those with special educational needs.
- The governing body does look at the expenditure of pupil premium funding and Year 7 catch-up funding. However, it does not check the impact on the achievements of students or how effectively the academy is closing the attainment gap across all year groups.
- The academy's finances are appropriately managed on a day-to-day basis but governors have not taken a sufficiently strategic view to ensure the effective and efficient use of resources.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138059
Local authority	Birmingham
Inspection number	443507

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	618
Appropriate authority	The governing body
Chair	Tahir Alam
Principal	Monzoor Hussain (Acting)
Date of previous school inspection	11 January 2012
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