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Adrian Packer
Acting Principal
Park View School the Academy of Mathematics and Science
Naseby Road
Alum Rock
Birmingham
B8 3HG

Dear Mr Packer

Special measures monitoring inspection of Park View School the Academy of Mathematics and Science

Following my visit with Ian Hodgkinson, Her Majesty's Inspector, and Chris Chapman, Associate Inspector, to your academy on 26–27 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in March 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is not making enough progress towards the removal of special measures.

The sponsor's statement of action is fit for purpose.

I strongly recommend that the academy does not seek to appoint NQTs.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Trustees, the Academies Advisers Unit and the Director of Children's Services for Birmingham.

Yours sincerely

Jane Millward
Her Majesty's Inspector

cc. Chair of the Governing Body
cc. Local authority
cc. The Secretary of State
cc. DfE - Academies Advisers Unit

Annex

The areas for improvement identified during the inspection which took place in March 2014.

- 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.

Report on the second monitoring inspection on 26 – 27 November 2014.

Evidence

Her Majesty's Inspectors observed the academy's work, scrutinised documents and met with the acting principal, senior leaders, groups of students, a representative from the governing body and representatives from the board of trustees. Her Majesty's Inspectors observed parts of lessons and carried out a scrutiny of students' work books. A range of documents was scrutinised, including action plans, information about progress made by students, attendance records, 54 staff questionnaires and records showing how the academy cares for its students and keeps them safe.

Context

Since the last inspection, a local governing body has been formed, including the appointment of a temporary Chair of the Governing Body. An extended leadership team is being created to strengthen the leadership of the academy. A significant number of teaching staff including some who have leadership responsibilities are currently absent from the academy. The acting principal has been employed at Park View for almost one term.

Her Majesty's Inspectors were aware during the inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the academy in response to the allegations were considered, alongside the other evidence available at the time of the inspection, to inform inspectors' judgements.

Achievement of pupils at the school

Students' learning and progress are being adversely affected by high levels of staff absence. Students and parents told inspectors that this has led to frequent changes of teaching staff. This has meant that teaching is not sufficiently challenging and teachers rarely give out homework. In some mathematics lessons observed, for example, students were asked to work through a series of relatively undemanding worksheets with very little feedback from the teacher about how they could improve their work. The restless behaviour of a small minority of students in a few classes which distracts other students from learning is a concern, especially in Key Stage 3.

The attainment of Year 11 students at GCSE fell in 2014 but still remained above average overall. In English and mathematics, the proportions of students making and exceeding expected progress declined slightly but was still better than average. Middle attaining students did particularly well, but more-able students made less progress than similar students nationally. Girls performed significantly better than

boys, and continue to do so across the academy. There were some wide differences in achievement across subjects, with students doing well in French, information and communication technology, Urdu and textiles, but poorly in chemistry, geography, business studies and child development.

The gap in achievement at GCSE between disadvantaged students eligible for pupil premium support and others has widened over the last three years. The attainment of disadvantaged students at Park View was nonetheless in line with that of all students nationally. Leaders have not been able to analyse precisely the reasons why disadvantaged students have been increasingly falling behind others in the academy, because insufficient information on their progress had previously been collected. A new system for tracking the progress of key groups in the school across every year, class and subject has been introduced. It shows, for example, that progress of disabled students and those with special educational needs continues to be relatively slow. While this system has the potential to help address the differences in progress by group, its impact is currently uneven as teachers are not consistently using the information to adapt their planning. Spending of Year 7 catch-up premium has, however, funded a number of effective support programmes that have boosted attainment for the significant number of students whose attainment in English and mathematics was weak on joining the academy.

The quality of teaching

The quality of teaching raises serious concerns. The academy has not been able to ensure that the large proportion of temporary supply teachers is delivering high quality teaching. There are particular weaknesses in Key Stage 3, where many students are not challenged enough, with a negative impact on students' behaviour and a lack of progress in lessons.

During the inspection some effective teaching was observed. This was characterised by good subject knowledge and skilful questioning by the teachers, which stimulated deep thought and extended students' learning. Teachers' high expectations were leading to students making better progress.

However, in many of the lessons visited by inspectors, students did not make enough progress because they had become quickly distracted as the work they had been given was uninspiring. Teaching did not challenge students, especially the most able. Students' basic skills are not developed sufficiently in the foundation subjects and, in particular, students are not given enough opportunities to develop their literacy skills across a range of subjects.

Teachers' marking of students work is inconsistent. Although marking is carried out regularly, students do not always receive guidance on how to improve their work.

Middle leaders are becoming more involved in monitoring the quality of teaching. The way the academy reviews teaching is developing and a model of coaching, training and support is helping teachers to improve their teaching. However, with so many staff absent this is having limited impact.

Teachers and leaders have not been given performance management targets this year. This is leading to some confusion and a lack of clarity about how teachers will be held to account for their work.

Behaviour and safety of pupils

Students' behaviour is unacceptable in many lessons because teachers, especially many of the temporary supply teachers, are not insisting on high standards. Students reported that their lessons are often disrupted because of the negative behaviour and poor attitudes of a minority of their peers. During the inspection, Her Majesty's Inspectors observed students standing in corridors as they had had been sent out of lessons because of their poor behaviour. More than one in five staff members who responded to the questionnaire believe that behaviour is not good in the academy.

Staff have received training on a range of aspects of safeguarding, including how to keep students safe from the risks of radicalisation and extremism. More staff have been trained to lead on matters of child protection and improved systems and procedures for safeguarding are developing. A new policy for child protection and safeguarding is compliant with current guidelines.

Students report few incidents of bullying although they do not have a good understanding of the impact of homophobic bullying. While the academy has improved the monitoring of bullying it remains a concern that the anti-bullying policy is out of date and is not fit for purpose.

The quality of leadership in and management of the school

The academy is unable to improve quickly enough because there are insufficient leaders and permanent teachers working in the academy. The high levels of staff absence are having a detrimental effect on the quality of teaching, students' progress and students' behaviour. Leaders are unable to sufficiently check the quality of temporary teaching and do not have a suitable strategy to remedy this situation.

In the short time the acting principal has been in post he has shown a strong commitment to improve the academy. He has appropriately focused on key priority areas including safeguarding and aspects of the curriculum. However, he has not yet been able to bring stability to the teaching staff by filling vacancies with permanent applicants. Consequently, the actions taken to improve the quality of teaching have

not yet had the necessary impact. Senior leaders now have a greater understanding of their roles and responsibilities due to the clear vision he has set out.

Aspects of the curriculum are improving. There has been a renewed focus on developing students' understanding of British values and what it means to be British. This has led to students having a better understanding of how to be tolerant and respectful of people of all faiths. For example, the academy has linked with powerful and thought-provoking theatre workshops to promote understanding of diversity. Students have composed a song about their feelings of 'Britishness' and the school council has discussed 'Trojan Horse' issues with local journalists. The religious education curriculum now includes a better balance of understanding of a range of faiths. However, the curriculum remains narrow in some areas. For example, although there is now more peripatetic and extracurricular music, currently music lessons are only timetabled for students in Year 7 and Year 8 and textiles is the only aspect of technology currently available to students.

Although not yet being taught, sex and relationships education has been considered and is included in the academy's plans. Insufficient priority has been given to the implementation of the Equalities Act 2010. Leaders and trustees have not drawn up equalities objectives and there is no coherent policy setting out how they evaluate the impact of actions to promote equality.

The local governing body is just forming and trustees have held interviews to recruit suitably qualified members. Trustees are aware that governors will need to be trained as soon as they are in post in order that their work can make an immediate impact.

One third of the staff who responded to the questionnaire felt the academy is not well led and managed and staff morale is low. Some reported a lack of trust of leaders and a lack of fairness in the way senior leaders manage staff. Despite the efforts of senior leaders some staff do not feel valued.

External support

The trustees have worked hard to improve the academy. They have put in place systems and procedures to improve important aspects of the academy such as safeguarding and leadership and management, which were urgently needed. They have focused on the correct priorities and provide invaluable support and challenge to academy leaders. They are faced with a range of issues, some being historical, which continue to hinder the academy's development despite their best efforts. This is because trustees have not yet agreed a strategy of how to recruit, train and retain high quality teaching staff and leaders.