

Park View Primary Academy

Harlech Road, Leeds, West Yorkshire LS11 7DG

Inspection dates

15–16 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Current pupils' progress in reading and writing is not consistently good in key stage 1 and 2 because the quality of teaching they have received over time has been too variable. This said, pupils' progress this year is improved.
- Despite evidence of better progress in English and mathematics this academic year, attainment is still too low. Not all pupils are well prepared for the next stage of their education, and the attainment of boys lags behind that of girls.
- Some teachers lack the subject knowledge of the whole curriculum needed to plan sequences of learning that will deepen pupils' understanding.
- On occasion, some teachers do not set work at the right level for pupils, particularly low prior-attaining pupils and the most able. Some teachers are providing too much support for pupils, limiting pupils' opportunities to demonstrate their learning independently.
- The teaching of phonics, although improving, has not been sufficiently effective over time, so some pupils are unable to use their phonics strategies well enough in reading and writing. Some pupils are reading books that are not well matched to their phonics capability.
- Teaching in science has not been consistently effective in helping pupils to secure and apply their skills in scientific enquiry.

The school has the following strengths

- The head of the academy is a committed leader who demonstrates unfaltering belief in pupils and the community. He is supported by a resolute senior leadership team and, together, they are improving learning at the school.
- Leaders have successfully prioritised the teaching of oracy, helping those pupils who speak English as an additional language to quickly assimilate and begin to make progress.
- Strong leadership and effective provision in the early years enables children to make good progress from their very low starting points.
- Leaders are successfully promoting pupils' spiritual, moral, social and cultural understanding so that pupils show tolerance of differences and behaviour is good.
- Support provided by the trust has been an important factor in helping the school to overcome some of its difficulties in the recruitment, retention and training of staff.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching across the curriculum in key stages 1 and 2, but particularly in reading and writing, by ensuring that:
 - teachers set work for pupils that is appropriately challenging for all abilities and fosters independence in learning
 - teachers are supported to skilfully plan sequences of learning that build on pupils' prior understanding
 - teachers better match pupils' reading resources to their ability in phonics in order to accelerate pupils' fluency in reading
 - teachers provide pupils with more regular opportunities to build knowledge and understanding in science.
- Rapidly improve outcomes for all groups of pupils to make sure they are at least good by:
 - continuing to accelerate pupils' progress so that it is at least in line with national figures in reading
 - ensuring that more pupils achieve the phonics screening check at the end of Year 1
 - accelerating the progress of boys within the school so that they can keep up with girls in school and other pupils nationally.

Inspection judgements

Effectiveness of leadership and management

Good

- The head of academy is driven by a strong belief in pupils and families and is keen for all to achieve their potential. He is highly visible round school and leads by example, regularly modelling teaching and reinforcing consistent expectations of pupils' behaviour and learning. He is respected by staff, pupils and parents alike.
- The head of academy works very effectively with the associate executive principal and directors of learning from the trust. This dynamic team know the school well. They acknowledge there are places in school where teaching has not been strong enough. Together, they continually monitor the school's work, diagnose issues in teaching and support teachers to improve.
- The head of academy has developed thorough systems to ensure the accuracy of assessment, analyse pupils' outcomes and measure pupils' progress. He uses this information to make sure that support is offered to pupils who need it.
- Staff speak highly of the training they have received since the head of academy took over. They value the advice given to them by specialist teachers from the trust and can give examples of where training has helped them to refine and improve their practice.
- Supported by the trust's directors for learning, middle leaders are successfully evaluating learning in their subjects. They are beginning to make recommendations to the whole staff and, although they acknowledge the quality of teaching is still variable overall, can convincingly show where their support is beginning to have an effect. This is particularly the case in phonics and mathematics, where leaders have had the fastest impact.
- New leaders quickly realised pupils' outcomes in reading have not been good enough. They introduced a range of strategies to improve the teaching of reading, including adopting new, more challenging whole-class texts to ignite pupils' interests. They have purchased tablets so that all pupils can access a 100-strong library of books for reading at home. When talking to inspectors, boys in particular, expressed their delight at being able to read through an electronic medium.
- Leaders have been instrumental in supporting teachers in improving the delivery of mathematics. Directors of learning from the trust have provided resources and training necessary to enable teachers to adopt more systematic approaches, and pupils are making more secure progress in mathematics as a result. The leader for mathematics is new to the school but has already conducted a detailed analysis of the strengths and weaknesses in pupils' mathematics knowledge, and has begun to advise staff in plugging gaps in pupils' learning.
- Pupil premium funding is used to provide additional teaching and some individual support for disadvantaged pupils. The impact of this work is that disadvantaged pupils exceed others in progress and attainment. However, this group is still attaining lower standards than all pupils nationally.
- Leaders have spent sports funding wisely to provide additional specialist coaching for pupils. Pupils were observed whole-heartedly participating in a hockey lesson, and pupils spoke with appreciation about the many sports they have been able to try out in

school.

- Leaders have ensured that the funding for pupils with special educational needs and/or disabilities (SEND) is spent appropriately to provide support to over 30% of pupils in the school. Their attainment is low compared to other pupils, but bespoke tracking systems show that these pupils are making steady progress. Although new to her role, the special educational needs leader, ably supported by the trust's special educational needs coordinator, has a good awareness of pupils' barriers to learning.
- Leaders' work to promote pupils' awareness of spiritual, moral, social and cultural issues has resulted in this becoming a strength of the school. Every opportunity is taken to draw pupils' attention to positive role models in order to raise pupils' aspiration and to develop their self-belief. Leaders have successfully involved pupils and parents in a 'plastic prevention' project. Pupils are rightly proud of their efforts to educate the community on the importance of recycling plastics, and they wrote to the Prime Minister to tell her all about it.
- Leaders and teachers have ensured that pupils receive teaching in all subjects across the curriculum. Pupils spoke animatedly about learning in physical education and music, sharing their experiences of taking part in sports competitions and singing in the community. Pupils' books show examples of well-developed writing in response to learning in science, history and geography, for example. However, the curriculum in science is not sufficiently well planned to enable pupils to develop their knowledge and skills in this subject.

Governance of the school

- Governance arrangements are effective.
- Members of the academy advisory board understand the challenges facing families. They successfully act as a conduit between the school and local community.
- The chair of the academy advisory council has been active in engaging pupils in the work of governors, for example, taking them on a health and safety walk around school and involving them in recommendations to the head of academy.
- The academy advisory board are supportive of the head of academy and hold him in esteem, but are tentative in their challenge, for example, on the quality of teaching within the school, preferring to leave this to the trustees.
- The board of trustees effectively discharges its duties in ensuring that leaders are held to account for pupils' attainment and progress and that the pupil premium and sports funding are spent appropriately.

Safeguarding

- The arrangements for safeguarding are effective. All staff have received appropriate training in safeguarding, and designated safeguarding staff have attended higher-level courses. All staff and some members of the academy advisory board are trained to recognise the signs of radicalisation of pupils.
- The 'open door' policy encouraged by the head of academy has enabled the attendance officer, learning mentor and designated safeguarding lead to work

effectively with those most in need.

- Staff have appropriate first aid certificates. All safeguarding policies meet the legal requirements, and good procedures ensure that pupils are safe.

Quality of teaching, learning and assessment

Requires improvement

- Until recently, pupils in key stages 1 and 2 have made insufficient progress because there has been a lack of consistency in the quality of teaching over time. Several teachers have demanded too little of pupils, particularly those who are most able, and have provided too much support so that pupils have been unable to demonstrate their learning independently.
- Some teachers have not planned sequences of learning well enough for pupils to learn and consolidate new skills, leaving them with gaps in their understanding. This has led to low prior-attaining boys, in particular, struggling to keep up in reading and writing.
- Some teachers have not ensured enough opportunity for pupils to make sufficient progress in reading. A few teachers are failing to use new reading resources effectively or to question pupils well enough to deepen their understanding. Some activities designed to improve pupils' reading comprehension are undemanding and leave too little space for pupils to expand their answers and demonstrate their understanding independently.
- Although improving, the teaching of phonics in key stage 1 has not successfully prepared all pupils to read and write independently. Pupils, most of whom have special educational needs, who were not successful in the Year 2 phonics screening check are making better progress in Year 3. However, staff have not consistently checked that pupils are reading texts well matched to pupils' ability in phonics, so these pupils are faltering in their reading as they move through school.
- Teachers, led by the head of academy, have recently raised their expectations of pupils' presentation and handwriting. Pupils have risen to the challenge and, in the main, present their work using neat, cursive handwriting. Pupils' mastery of writing accelerates as they move through key stage 2, so that by the time they leave Year 6, many are competent writers. However, some low prior-attaining boys are not writing fluently and are unproductive when asked to write in class. In some classes, teachers are not demanding enough of their pupils, limiting pupils' opportunities to develop writing stamina and to write independently.
- Too little time has been given to learning in science. Teachers' planning in science is not precise enough to ensure that pupils develop their scientific enquiry or experimental skills appropriately.
- Teaching is improving. Some teaching is leading to good learning, for example in mathematics lessons where effective teaching is helping pupils to acquire basic skills in number and calculation. Pupils present their mathematics work neatly and their books show several examples of applying their knowledge and reasoning skills to different problems. Teachers are vigilant in spotting those pupils who have not understood mathematics during the lesson, and learning support assistants step in to offer additional teaching to prevent pupils from falling behind.
- Teachers work to develop pupils' abilities in speaking and listening, and the rapid

acquisition of English language is effective. Frequent opportunities for pupils to hone their oracy skills, for example through paired talk, small-group teaching or whole-class debates, are helping pupils to swiftly assimilate into the school community and to successfully use their newly acquired language.

- Learning support assistants work alongside the leader for special educational needs to provide appropriate teaching. Consequently, provision for pupils with SEND is having a positive effect on meeting pupils' social and emotional needs and is helping them to take small steps in academic progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils talk knowledgably about the different faiths and cultures they have learned about in school. For example, Year 6 pupils excitedly explained their knowledge of Catholicism gleaned from studying the book 'Black Powder' on the gunpowder plot.
- Leaders persistently promote aspiration through their assemblies on influential people, for example Malala Yousafzai and Stephen Hawking. Pupils demonstrated how they have developed a strong understanding about the characteristics of such people achieving against the odds.
- Pupils have opportunities to participate in a wide range of sports and clubs, for example the Health for All lunchtime club that helps them to learn about the importance of healthy choices. They spoke animatedly to inspectors about the daily 15-minute run that helps them to keep fit in school. Pupils enjoy a wide range of extra-curricular activities, including football, dance, gymnastics and art.
- Pupils are successfully learning to articulate their opinions and emotions through debating lessons. Through carefully chosen topics, pupils are learning to weigh up the pros and cons of a whole range of challenging themes, including 'should animals be used to test new products?' and 'should you change the way you dress because of what other people might think?' Pupils join with pupils from other schools to join in these debates, further expanding their understanding of the views of others and preparing them well for life in modern Britain.

Behaviour

- The behaviour of pupils is good. Parents agree that this is the case. Disruptions to learning are rare but, where teaching is less inspiring, a few pupils drift off task and are not as productive as they might be.
- Pupils told inspectors that they feel safe in and out of school, and they could proudly recite the telephone number of a national children's charity that they learned at school, for use should they need to be safeguarded.
- Pupils were adamant that there was no bullying, and they told inspectors that this was because issues are quickly nipped in the bud by the staff, who deal swiftly with

incidents to prevent escalation.

- The vast majority of pupils attend regularly and on time, and attendance is broadly in line with national averages. In 2018, the proportion of pupils who were persistently absent was above national figures. Leaders and the learning mentor have worked closely with families to support the regular attendance of pupils and, this term, persistent absence is below the national average.

Outcomes for pupils

Requires improvement

- In 2018, the attainment of pupils at the end of key stage 2 was below the national averages in reading, writing and mathematics, making pupils ill prepared for the demands of secondary school. Pupils made average progress in writing and mathematics, but progress in reading was well below average. Disadvantaged pupils made better than average progress in writing and mathematics but below average progress in reading. Very few pupils achieved a higher standard.
- The attainment of pupils at the end of key stage 1 was well below average in reading, writing and mathematics in 2018. Disadvantaged pupils achieved slightly higher standards than their peers in school but did less well than other pupils nationally. However, over time, pupils have made steady progress from very low starting points.
- Outcomes in Year 1 phonics improved slightly in 2018, but remained below national averages. Twenty per cent of pupils left Year 2 unable to use phonics to the required standard.
- The school's own assessment information shows that this academic year, with some minor exceptions, pupils are making much better progress in all year groups in reading, writing and mathematics. In all year groups, disadvantaged pupils are making slightly better rates of progress than other pupils. However, the differences in attainment between boys and girls are wide, with girls significantly outperforming boys in reading and writing. Boys make better progress than girls in mathematics, but the differences are not as startling.
- Work in pupils' books shows that, as they get more proficient in the use of English, pupils' progress accelerates as they move through school. The greatest amount of progress is made in upper key stage 2. Overall, middle prior-attaining pupils, including those who are disadvantaged, are making secure progress.

Early years provision

Good

- Almost all children enter the Nursery with skills and knowledge below those typically seen and over half enter well below. Around one third of children enter the Nursery unable to speak in either home language or English. As a result of effective provision and sensitive teaching, children gain confidence and acquire the social and self-care skills needed to make a good start in the Reception class.
- Outcomes in Reception have increased year-on-year and, in 2018, 70% of children left with a good level of development. This represents good progress from children's low starting points. Strong teaching is helping children to be able to learn rudimentary vocabulary and to learn and play well alongside others. Teachers are working alongside

children, effectively questioning and providing a commentary on their play. In this way, they successfully support children to sustain their concentration and to develop their thinking.

- Staff deliver much teaching to help children who are new to English to learn basic vocabulary. Daily teaching in phonics is effective in helping children to hear, say and write initial letter sounds.
- The leader for early years has a clear view of the strengths and weaknesses of the early years provision. She has used this information to create a sparkly, bright and stimulating learning environment. Staff provide many opportunities for children to develop their creative abilities, and they celebrate children's work through display.
- Children have daily opportunities to develop their gross and fine-motor skills outdoors. Staff plan thoroughly to ensure that children can develop in all aspects of learning, and they carefully steer them so that they broaden their experiences.
- Staff meet frequently to discuss the progress of individual children. They have a well-developed understanding of children's needs, and regular assessment is informing an accurate baseline of children's skills and abilities.
- The leader for early years uses the funding for disadvantaged children to provide additional teaching in number recognition and phonics. Staff have successfully supported those who are disadvantaged so that more disadvantaged children achieved a good level of development than others.
- Staff have ensured that the early years setting is safe. They take care to ensure that equipment is well maintained and supervised when in use. Staff effectively manage the risks to children, and they ensure that the welfare requirements are met.
- Staff work well to involve parents in their child's education. Children's assessment information is shared online with parents and accessible at any time. Inspectors observed parents taking part in a 'stay and play' session where staff were successfully helping parents to understand the school's work and were encouraging them to reinforce learning at home. Parents speak highly of the setting and feel they are listened to by staff.

School details

Unique reference number	138673
Local authority	Leeds
Inspection number	10047605

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

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	270
Appropriate authority	Board of trustees
Chair	Alaric Hall
Principal	Riccardo Paffetti (Head of Academy)
Telephone number	01132 716 754
Website	www.pvpa.org.uk
Email address	info@pvpa.org.uk
Date of previous inspection	4 June 2014

Information about this school

- Park View Primary Academy is an average-sized primary school.
- The school is part of the Delta Academies Trust.
- There has been considerable turnover of staffing since the previous inspection, in both leaders and teachers. The current head of the academy has been in post since September 2018.
- Thirty-five per cent of pupils are eligible for support through the pupil premium. This is above the average.
- The proportion of pupils with SEND is well above average. The number of pupils supported through an education, health and care plan is average.
- Eighty per cent of pupils speak English as an additional language. Half of pupils are from Asian or Asian British Pakistani heritage. Many pupils join the school during the school year.

- Children in the Reception class attend full-time and children in the Nursery attend part-time.

Information about this inspection

- Together with the head of academy and the associate executive principal, inspectors looked at pupils' progress data, documents relating to behaviour and safety and documents relating to safeguarding.
- Inspectors observed pupils' learning in lessons throughout the two days, some alongside the head of academy and associate principal.
- Inspectors listened to pupils reading and observed pupils' learning in small groups. They spoke with pupils in lessons, at lunchtime and at playtimes and talked with groups of pupils from all classes.
- Meetings were held with the head of academy, senior and middle leaders and the chair of the academy advisory board. A conversation was also held with the primary director of learning for Delta Academies Trust.
- Inspectors spoke to parents at the start of the school day. There were too few responses to Parent View, Ofsted's online questionnaire for parents, to register, so inspectors looked at parents' opinions, voiced through the school's own questionnaire.
- Inspectors took account of 21 online responses returned by members of staff. There were no responses to the pupils' questionnaire.

Inspection team

Lesley Butcher, lead inspector	Her Majesty's Inspector
Gerry Wilson	Ofsted Inspector
James Kilner	Ofsted Inspector

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