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Mrs Louise Taylor
Head of Academy
Park View Primary Academy
Harlech Road
Leeds
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Dear Mrs Taylor

Requires improvement monitoring inspection of Park View Primary Academy

This letter sets out the findings from the monitoring inspection that took place on 14 December 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you, the associate chief executive officer (CEO), other senior leaders, trustees and members of the academy advisory board, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited a number of lessons, including phonics, writing, history, science and art. I looked at pupils' work and spoke with pupils. I also met with other members of staff. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to become good.

The school should take further action to:

- ensure the curriculum for personal, social, health and economic (PSHE) education is taught consistently so that pupils secure the knowledge and understanding that they need.

Main findings

Since the last inspection, the trust has made a number of significant changes and appointments. New senior leaders have been appointed, including a head of academy and vice principal. The capacity of the school to improve the quality of education that pupils receive has increased. Alongside other leaders, you have implemented an ambitious curriculum for pupils. You have made sure that staff are supported to implement a well-sequenced curriculum. The important knowledge that pupils need to learn is clearly set out. This is now being taught consistently. Since the last inspection, you have brought the staff together with a shared purpose to provide a good quality of education for pupils.

Since your appointment you have established high expectations. Staff and pupils rise to these expectations. Staff know that leaders expect them to follow the curriculum consistently. This is helping pupils to learn more securely than before. Pupils know that the things they are learning now will help them in later life. They approach their learning with increasing maturity and resilience.

Your focus on helping pupils to widen their vocabulary is paying off. In early years, staff have highlighted the important language that they want children to develop. Staff help children to use this language in their play. Across the school, pupils use vocabulary accurately to explain their learning. For example, older pupils use accurate scientific language to describe the different actions of red blood cells, white cells and platelets. Widening pupils' vocabulary is a golden thread that spreads throughout the school.

You have made sure that staff routinely check what pupils know and can do. These checks are made against the core knowledge that pupils need to acquire. In a small number of lessons, the way that new learning is explained for pupils is not as precise as it could be. This limits learning for some pupils because they do not grasp new concepts securely enough. However, you have secured increasingly effective subject leadership. This means that leaders at all levels are now addressing the improvements that need to be made. As a result, where practice is less well developed it is improving rapidly.

Alongside trust and school leaders, you are providing highly effective support for the school. Staff who are leading a curriculum subject have been given coaching and guidance to support them in their roles. This is helping them to check the impact of the curriculum on pupils' learning. Leaders now have an accurate picture of the quality of education that pupils receive. Where you and your team identify areas for improvement, you address them in a series of small steps. This means that changes are manageable and sustainable. School staff are growing in confidence as their knowledge is improving. The same is true for pupils. New leaders have worked quickly to establish a highly

cohesive staff team. Staff describe the very 'positive atmosphere' that they work in. They recognise that 'there is no division here. We are one team'.

The curriculum for personal, social, health and economic (PSHE) education has not been taught consistently enough. You have recognised this and have started to plan actions to address it. Currently, pupils have gaps in their knowledge in this area. While you have plans to make sure that PSHE is taught consistently, these plans have not yet been implemented fully.

I am copying this letter to the chair of the board of trustees and the CEO of Delta Academies Trust, the Department for Education's regional director and the director of children's services for Leeds local authority. This letter will be published on the Ofsted reports website.

Yours sincerely

Jen Sloan
His Majesty's Inspector