

5-6 and 17-18 March 2014	11-12 January 2012
<p>The academy's work to raise students' awareness of the risks of extremism is inadequate.</p> <p>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.</p>	<p>Students make excellent progress in their spiritual, moral, social and cultural development. There is a wide range of opportunities for spiritual development, for example, through the well attended voluntary Friday prayers meeting. Assemblies and tutorials promote a very strong sense of pride in the school community. This contributes very well to students' keen understanding of their rights and responsibilities, and they are profoundly aware of how their actions can affect others. Students have developed excellent reflective skills through the outstanding opportunities provided by the curriculum.</p>
<p>External speakers have not been vetted properly. For example, those who speak to students as part of a programme of Islamic-themed assemblies.</p>	<p>Safeguarding policies and procedures are outstanding. They are reviewed regularly, so that adults and students have an excellent understanding of safety issues. Risk assessments are exceptionally thorough. Very careful checks are made of the suitability of adults to work with children.</p>
<p>Students are not taught how to use the internet safely. They are taught sex and relationships education effectively. They are not suitably supported in understanding how to protect themselves from all types of bullying.</p>	<p>Students with whom the inspectors held discussions noted that the rare instances of bullying are addressed very promptly and effectively by the school.</p>
<p>Equality of opportunity is not promoted well.</p>	<p>Promotion of equality of opportunity is at the heart of the school's work, creating a very positive and harmonious atmosphere. Park View is a truly inclusive school in which there is no evidence of discrimination and students, sometimes with major disabilities, are welcomed as members of the school community.</p>
<p>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.</p>	<p>The school has established an exceptionally rigorous programme of self-evaluation, and this contributes to the clear, upward pattern of improvement in examination results. Self-evaluation includes an extremely accurate assessment of teaching and learning in lessons and very detailed tracking of students' progress. It enables teachers to pinpoint where improvement is needed for individuals and groups of students. All students, including those with special educational needs and/or disabilities, have a clear understanding of how well they are doing in their lessons and what to do to improve. Marking of students' work is exceptionally thorough and helpful, using praise well and providing very clear guidance for improvement.</p>
<p>Governors have failed to ensure that safeguarding requirements and other statutory duties are met.</p>	<p>The governing body provides excellent strategic direction and challenge and is involved fully and systematically in evaluating the school.</p>
<p>There is insufficient capacity in the senior leadership team or among the governing body to bring about improvement.</p>	<p>Outstanding leadership practice and an exemplary track record since its last inspection fully illustrate the school's excellent capacity to improve further.</p>