

Park Grove Primary Academy

URN: 144266 | Inspected: 18 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Published data from national tests at the end of Year 6 shows a pattern of underachievement for some groups of pupils, namely disadvantaged pupils and those with low prior attainment. Both the progress and attainment of these groups have been consistently below the national average over time. Leaders are taking appropriate action to improve these outcomes, but this is at an early stage. Many pupils achieve well, due to a secure curriculum offer across a broad range of subjects. Pupils achieve particularly well in phonics. The outcomes of the phonics screening check in Year 1 are above the national average. However, there are some instances where the school does not close the gaps in pupils' basic knowledge and skills quickly enough. In a few cases, this hinders pupils from completing tasks successfully. This affects their ability to achieve more.

What it's like to be a pupil at this school

Pupils enjoy attending this highly inclusive school. This is reflected in their positive attendance. They benefit from warm, caring relationships with staff and a vibrant, well-resourced learning environment. Pupils and their families benefit from positive relationships with the school and a wealth of pastoral support. This helps to remove pupils' barriers to attendance and learning. The school draws upon external agencies' expertise where necessary to make sure pupils and their families get the support that they need. Many pupils achieve well. They talk enthusiastically about their learning in different subjects, particularly art and design, and design technology. However, published data from national tests shows that some groups of pupils, for example disadvantaged pupils, did not achieve well historically. In addition, some current pupils have gaps in their basic knowledge, particularly in writing. This inhibits their ability to achieve their full potential. Pupils are kind to each other and behave well. They use the 'kindness tree' to highlight acts of kindness. The school celebrates these during assemblies. Incidents of bullying are rare. Pupils trust adults to resolve it quickly if it does happen. Pupils understand the importance of respect and tolerance. They are very clear that everyone should be treated equally. Pupils benefit from a carefully planned programme to promote and support their personal development. The extra-curricular offer is open to all pupils, including children in the early years. Pupils' interests are considered in the design of this offer. For example, the school runs a chess club in response to a request from a pupil. Pupils appreciate the educational visits they participate in, for example to attractions and historic sites within the locality. They know that these link to their learning in different topics.

Next steps

- Leaders should ensure that they support teachers to use the new approach to the teaching of writing to identify

Park Grove Primary Academy

URN: 144266 | Inspected: 18 November 2025

and close gaps in pupils' foundational knowledge and skills, particularly where these gaps have been persistent.

- Leaders should continue to drive up standards of attainment for disadvantaged pupils and low prior attainers so that their outcomes in national tests and examinations at the end of key stage 2 are more in line with their national counterparts.
- Leaders should ensure that pupils develop more detailed knowledge of some aspects of the personal development programme, such as knowledge and understanding of different faiths, fundamental British values and how to lead a healthy lifestyle.

Curriculum and teaching

Expected standard

Leaders take a thoughtful and strategic approach to curriculum design, ensuring that it meets the diverse needs of pupils in the mixed-age classes. The curriculum is broad, ambitious, and carefully sequenced across subjects. This allows pupils to revisit and build upon their prior learning in a progressive manner. Leaders' recent refinements to the curriculum, informed by current research, are showing early signs of positive impact. The teaching of writing has been reviewed to place greater emphasis on foundational knowledge and skills, such as pencil grip and letter formation. The impact of this is particularly evident in the early years. This sets children up well for future learning. Leaders provide training that gives staff the tools they need to carry out their roles well. Consequently, teachers demonstrate secure subject knowledge. They make effective use of resources to support teaching, including those aimed at supporting pupils with special educational needs and/or disabilities. Assessment information is generally used well to identify and address gaps in pupils' understanding, especially in reading. Pupils receive targeted help to close gaps in their phonics knowledge swiftly. Some pupils have had persistent gaps in their basic knowledge and skills. Recent changes to the curriculum are supporting teachers to identify these gaps and take action to address them.

Early years

Expected standard

Leaders have set out a clear and ambitious vision for education and care in the early years. This is underpinned by a well-sequenced curriculum and a strong emphasis on communication, language and personal development. Learning to read is a key priority. Staff teach the phonics programme effectively. They use precise assessment to tailor learning to each child's needs. Staff know the children well. They receive training that enables them to engage in high- quality interactions with children. These successfully support the development of children's language and vocabulary. Children are happy, inquisitive and eager to learn. They make positive progress from their individual starting points, including children who are disadvantaged or those with special educational needs and/or disabilities. By the end of Reception, most children are suitably prepared for the transition to Year 1. Leaders continue to refine the curriculum and strengthen consistency in its delivery, with a particular focus on building strong foundations. For example, recent adjustments to enhance children's curiosity about objects,

Park Grove Primary Academy

URN: 144266 | Inspected: 18 November 2025

events and people are well considered and thoughtfully implemented. The school fosters purposeful relationships with both external agencies and parents and carers. Strong links with the on-site nursery ensure a smooth and supportive transition into the Reception Year.

Inclusion

Expected standard

The school has well-established procedures for identifying pupils who have additional needs or face barriers to learning. Consequently, pupils' individual needs are spotted and assessed quickly. Staff benefit from targeted training, enabling them to adapt lessons effectively to support pupils who require additional help. These support strategies are applied consistently across the school. For instance, pupils use colour-coded display boards in classrooms, to help them locate information that aids their learning. Leaders use robust systems to track the progress and attainment of all pupils, particularly those who are disadvantaged. When pupils fall behind, they receive timely support to help them to catch up. The school works effectively with external agencies, such as local authority specialist services, to ensure that pupils and their families receive the support that they need. The school's pastoral provision is extensive and high quality. This helps to foster positive relationships with parents and carers. It has led to measurable improvements, such as increased pupil attendance. The school's plan for spending the pupil premium grant aligns with broader school development priorities. The school uses this funding appropriately to address both the pastoral and academic needs of disadvantaged pupils. Governors play an active role in scrutinising the strategy and holding leaders to account for its impact.

Leadership and governance

Expected standard

Leaders, including governors, have a clear and largely accurate understanding of the school's current position. They identify appropriate priorities for improvement and take effective action to address them. These priorities are shaped by a strong commitment to doing what is in the best interests of pupils, with a sharp focus on inclusivity. As a result, no pupil is left behind or excluded from full participation in school life. The school benefits from the support of a skilled and knowledgeable governing body that is well equipped to hold leaders to account. Governors understand their roles and responsibilities. They monitor key aspects of provision, including the quality of education and support for pupils with special educational needs and/or disabilities. Central trust staff provide targeted support to help leaders address any

areas for improvement

. Staff, including support staff and early career teachers, benefit from a comprehensive range of professional learning opportunities. These help to strengthen their teaching expertise and expand their professional networks. There is a strong sense of cooperation and teamwork across the school. Staff enjoy working here and value leaders' efforts to reduce their workload. This positive working environment is a testament to the school's leadership and its commitment to staff's wellbeing. Personal development and well-being Expected standard The

Park Grove Primary Academy

URN: 144266 | Inspected: 18 November 2025

school has a well-structured and inclusive programme for personal development, accessible to all pupils. Leaders remove barriers to participation. For example, pupil premium funding is used to subsidise educational visits and music tuition for disadvantaged pupils. The programme begins in the early years, with a strong emphasis on children's personal, social and emotional development. At this stage, children learn to form friendships and regulate their emotions effectively. As pupils progress through the school, they benefit from a thoughtfully designed curriculum for personal, social and health education. Many pupils remember key learning from these lessons, such as how to keep themselves safe and healthy. They understand the value of a balanced diet and regular exercise. Pupils' recall of certain aspects, such as the importance of maintaining positive mental health and how this contributes to overall health, is still developing. Pupils demonstrate a strong understanding of the importance of respect and tolerance, including towards those of different faiths. Their recall of specific learning about world religions and fundamental British values, such as democracy and the rule of law, is less detailed. The school offers a wide range of extra-curricular clubs, thoughtfully organised to ensure even the youngest children can participate. Pupils appreciate leaders' willingness to run clubs at their request. The school enriches pupils' cultural knowledge and experiences through the use of educational visits and visiting speakers. Leadership opportunities are embedded throughout the school, including roles such as Year 6 buddies and members of the school council. Pupils value these experiences and develop important skills such as teamwork and communication through their involvement. Needs attention

Attendance and behaviour

Expected standard

The school places a strong emphasis on regular attendance, recognising it as a key factor in pupils' success. Leaders use a range of effective strategies, including targeted use of pupil premium funding, to drive improvements. The impact of these efforts is evident in attendance data, which shows figures broadly in line with national averages, including for pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders set high expectations of pupils' behaviour. Staff understand the policy well and apply it effectively. This results in positive pupil behaviour both in lessons and during social times. Classrooms are calm and orderly. Pupils respond promptly to staff's instructions and demonstrate familiarity with routines and expectations. They take pride in their work and show positive attitudes towards learning. There is a strong culture of mutual respect in the school. Bullying is not tolerated. When it does happen, leaders respond swiftly and effectively. Pupils show empathy towards peers who find managing their behaviour more challenging. They understand that the school may need to use different approaches to support these pupils. At social times, pupils play cooperatively together. Older pupils enjoy supporting younger pupils through the 'buddy' system.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/park-grove-primary-academy-york>