

Inspection of Park View Primary School

Pinkerton Road, Basingstoke, Hampshire RG22 6RT

Inspection dates: 5 and 6 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Park View Primary School is a friendly and welcoming place. Pupils are increasingly proud to attend here. They like their teachers and enjoy coming in each day.

Pupils behave well in lessons and are enthusiastic about their learning. The school's six learning values encourage pupils to be respectful, resilient, cooperative, open-minded, reflective and tolerant. These qualities are clear in the way pupils treat each other and interact with adults in school. If there is bullying or pupils fall out, leaders deal with it quickly and effectively. They educate the pupils involved to make sure that unkind behaviour isn't repeated. There is a safe atmosphere in the school where pupils feel confident to come forward with any concerns. They trust adults in school to help them if needed.

Parents and carers recognise the significant strengths of the school. This was summed up by one parent as follows: 'My child feels safe, well looked after and incredibly well taught. In this school, you can feel the personal attention children receive and the enthusiasm of the team to make sure they learn and have fun at the same time.'

What does the school do well and what does it need to do better?

Since expanding the school's age range, leaders have focused successfully on raising standards in all areas. This includes within the recently opened nursery setting, where pupils get off to a quick start with their learning and develop strong routines. Leaders have ensured that pupils receive a rounded and high-quality education in all year groups. This is a highly inclusive school where staff work hard to meet pupils' individual needs.

Leaders have put in place a curriculum where all pupils can succeed. This includes pupils with special educational needs and/or disabilities (SEND). Teachers provide highly effective support so these pupils can access the curriculum fully and without limitations. This work begins in the early years, where pupils' needs are identified quickly and accurately.

Leaders have thought in detail about precisely what pupils will learn. They recognise that some pupils have very low starting points and are addressing this effectively. They have focused on consolidating the basics in reading, writing and mathematics to close gaps resulting from the COVID-19 pandemic. This includes a highly effective and consistent approach to teaching early reading. Although pupils learn well in the early years, leaders have not fully considered how children's learning in this phase links to what they go on to learn in key stage 1.

In reading, writing and mathematics, teachers have a detailed understanding of what pupils know and can do. They use this to adapt their lessons so that pupils are focused on the most useful next steps in their learning. This is less secure in other

subjects, where teachers do not always check that pupils have learned the most important knowledge before moving on.

Leaders have created opportunities for pupils to learn how to debate. Pupils enjoy opportunities to express opinions and listen to others, both as part of the curriculum and across the school driven by assemblies. This helps them to develop confidence in expressing their points of view. Pupils benefit from a range of clubs and trips organised by the school. This offer has been reduced as a result of the COVID-19 pandemic, but pupils are excited about the full range of opportunities currently being restored. As well as a choir and a sign language club, there is a wide range of sporting options from football to fencing. Some pupils represent their school proudly as 'pupil governors'. They develop their leadership skills by contributing to decision-making, raising money for projects or organising events.

Staff appreciate that leaders are mindful of their workload when making decisions or setting deadlines. They know that they can approach leaders if they have a problem or question, no matter how big or small it seems. Teachers value the fact that leaders have a strong vision for the direction of the school, but also that they can contribute to this and that their voices are heard.

Leaders and governors know their school extremely well. They have an accurate understanding of its strengths and what they need to do to improve it further. Governors have confidence in the school's leaders because they recognise that they are relentless in pursuing higher standards. They support leaders in their work, but also move thinking forward through questioning and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority in the school. Leaders have ensured that all staff have the training they need to identify any concerns that need to be passed on. Staff do this promptly and reliably. Leaders take swift action whenever necessary to keep children safe. This involves working with families as well as making external referrals where appropriate.

Children learn about how to keep themselves safe in a range of contexts. Online safety has been a significant focus, but pupils also talk confidently about stranger danger, road safety and managing their mental health.

Leaders carry out all the necessary pre-employment checks on staff and keep robust records on this. Governors check regularly that the school's safeguarding procedures are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not fully considered how children’s learning in Nursery and Reception links to what they learn in key stage 1. They should make sure that planning in the early years supports this transition. This will help to ensure that pupils in key stage 1 start with a solid foundation and have fewer gaps in their learning.
- The curriculum in some foundation subjects is recently developed and assessment is not yet fully embedded. Leaders should continue with their plans to refine assessment in the foundation subjects, so that it enables teachers to check that pupils have learned and retained the most important knowledge over time. This will help to ensure that gaps in learning are identified and addressed quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child’s school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, ‘[disadvantaged pupils](#)’ refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116237
Local authority	Hampshire
Inspection number	10227296
Type of school	Primary
School category	Community school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair of governing body	Mike Christmas
Headteacher	Danielle Owens
Website	www.parkviewprimary.hants.sch.uk
Date of previous inspection	23 and 24 March 2017, under section 5 of the Education Act 2005

Information about this school

- Since its last inspection, the school has changed from being a junior school to a primary school with a nursery.
- The school contains a specialist resource for hearing-impaired pupils. This provision has capacity for six pupils.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with members of the senior leadership team, including the headteacher.
- Inspectors met with governors and a representative of the local authority about their involvement with the school.

- Inspectors carried out deep dives in these subjects: reading, English, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors judged the effectiveness of safeguarding by looking at written records including the single central record, talking to pupils and talking to leaders and governors about this aspect of their work.
- Inspectors met with a range of leaders and teachers across the school to discuss the personal development of pupils, behaviour, attendance, professional development, well-being and workload. We also met with teachers early in their career to discuss support and training.
- Inspectors took into account results from surveys as well as speaking to groups of pupils and parents in person.

Inspection team

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