

Park View Primary School

Address: Pinkerton Road, Basingstoke, Hampshire, RG22 6RT

Unique reference number (URN): 116237

Inspection report: 19 May 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Children get off to a great start in the early years at Park View School because staff establish consistent routines and warm, nurturing relationships. The environment is carefully organised. Resources promote independence, purposeful play and sustained engagement. Staff prioritise communication and language, using high-quality interactions, rich vocabulary and shared thinking. This strengthens children's ability to express themselves from the earliest stages. Children are given meaningful, daily opportunities to talk, problem-solve and practise new vocabulary.

Phonics teaching is precise and firmly embedded from Nursery Year onwards. Staff check understanding through questioning and observation, identify gaps swiftly and provide targeted support. Staff prioritise reading, and children make strong progress from often low starting points. Writing develops securely because of a clear progression from gross motor skills to accurate letter formation, supported by well-modelled routines and purposeful mark making.

Leaders sequence the curriculum thoughtfully, so children build the knowledge they need for the end of Reception Year. Staff adapt provision to meet individual needs, including for pupils with special educational needs and/or disabilities and disadvantaged pupils, and work closely with external agencies when required. Strong partnerships with parents ensure consistent support at home and school. As a result, children achieve positively and are very well prepared for Year 1.

Inclusion

Strong standard ●

Leaders' work is highly effective in removing barriers to pupils' success. Leaders use robust systems to assess and review pupils' needs with precision. They analyse information carefully and adapt provision skilfully. Leaders act on recommendations from outside agencies. They ensure that strategies are swiftly embedded in classroom practice and barriers to learning are removed. Class education plans reflect the school's belief that what benefits the most vulnerable pupils benefits everyone. Adaptations such as movement breaks and visual supports are consistently part of everyday practice and help all pupils to learn successfully. Pupils in the resourced provision for deaf children receive high-quality teaching from trained staff who plan closely with mainstream teachers. These pupils participate fully in school life and model British Sign Language during whole-school events.

The school strategically uses pupil premium funding, which strengthens pupils' access to learning and wider opportunities. Pupils known to social care receive highly coordinated pastoral and academic support. Staff build warm, trusting relationships with families, creating strong links between home and school. Initiatives such as 'Coffee and Chat' sessions and parent-and-child cooking sessions ensure that everyone at Park View feels valued and included.

Leaders have designed a detailed and ambitious personal development programme. It is expertly adapted to meet pupils' needs and the school's context. The programme spans both the taught and wider curriculum and has a powerful impact on pupils, including the most vulnerable. Pupils speak confidently about their learning and show a strong understanding of how it connects to their lives. An extensive range of trips, clubs and enrichment opportunities are provided, including for wellbeing, cooking and young carers. Leaders track participation closely to ensure that vulnerable pupils benefit fully. Pupils also take on meaningful leadership roles such as pupil governors, equality rights advocates and young interpreters.

Pupils are exposed to a broad range of careers through the careers fair. This inspires pupils to roles such as authors, brain surgeons, counsellors and actors. Leaders' high expectations for every pupil foster ambitious dreams. During Parliament Week, pupils voted for British Sign Language to be included in the key stage 2 language offer. Pupils are highly knowledgeable about protected characteristics and strongly believe in equality for all. They show maturity, kindness, empathy and respect, reflecting the school's inclusive ethos. They value learning about different religions, explaining that it helps them relate to others and understand their lives. Pupils develop a sophisticated understanding of how to keep themselves safe online and in real life.

The on-site resourced provision offers pupils a unique insight into the deaf community and deepens their respect for protected characteristics. Pupils have well-developed spiritual, moral, social and cultural understanding. British values are woven throughout school life, preparing pupils to become responsible members of society. Pastoral support is highly effective, demonstrated by improvements in pupils' attendance and achievement. Leaders and staff work closely with families to remove barriers to learning. A strong focus on wellbeing and active lifestyles further enhances pupils' readiness for life in modern Britain.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well and make notable progress from their starting points. This is reflected in national tests, where outcomes are close to the national average. Pupils' achievement in mathematics is a particular strength. Disadvantaged pupils achieve particularly well. Pupils with special educational needs and/or disabilities access a curriculum that matches their peers, and they increasingly demonstrate independence.

Leaders are aware of where achievement needs further improvement and have put in place the necessary steps to achieve this. The focus on oracy is designed to improve writing outcomes for pupils. Pupils have a genuine enthusiasm for learning and are keen to talk about the activities they have completed. Pupils develop appropriate knowledge across a broad range of subjects. The school-wide emphasis on oracy and high-quality interactions

prepares pupils well for the next stage in their education. It supports pupils to engage in effective conversations with both adults and peers.

Attendance and behaviour

Expected standard 

Pupils enjoy attending school because they feel safe and know they are valued individually. Attendance is broadly in line with national figures, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders analyse attendance patterns meticulously and follow up absence swiftly. Leaders work closely with families and outside agencies to address barriers to regular attendance. Leaders' actions have improved the attendance of individual pupils, including those who are persistently absent.

Leaders place positive relationships at the very heart of their work, and the children thrive as a result. Staff embed well-rehearsed routines from the early years. A range of strategies to support emotional regulation are in place and impactful. The whole school community contributed to designing the school's rules. As a result, pupils understand the expectations, are kind, respectful and polite and typically behave well. Pupils understand what bullying is and say it is rare. They trust staff to act quickly if concerns arise. Leaders track behaviour patterns carefully, including serious incidents, and use this information to strengthen practice. Staff implement the behaviour policy fairly and consistently, and leaders adjust approaches appropriately when needed.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and ambitious curriculum that reflects pupils' needs, including the most vulnerable. Leaders have a clear and detailed understanding of the quality of the curriculum and use this knowledge to deploy staff and allocate training effectively. The curriculum prioritises building strong foundations in early reading, writing and mathematics. Leaders sequence this knowledge so pupils build understanding over time. This has been particularly effective in mathematics, where 'Fundamental Fridays' provide opportunities for pupils to practise key skills. Leaders have introduced a focus on oracy, which is supporting pupils to speak clearly and confidently, building on their peers' ideas.

Teachers demonstrate secure subject knowledge and generally present information clearly. They typically use teaching approaches that help pupils understand new concepts and practise them with increasing independence. Pupils are willing to take risks in their learning and try new skills. Pupils learn British Sign Language and use this well in their lessons.

Staff adapt learning well for pupils who need additional help, including those with special educational needs and/or disabilities, so they access the curriculum confidently. Assessment is used effectively to check understanding and identify gaps, which are swiftly addressed.

Leadership and governance

Expected standard 

Leaders, staff and governors share an unrelenting drive to remove barriers for pupils so they can thrive. They have a clear and ambitious vision for the school and act decisively to build a culture of high expectations in which pupils flourish. Leaders know the school well, celebrate its strengths and focus their efforts on actions that make the greatest positive

difference to pupils. Staff benefit from a well-designed professional development programme rooted in research and closely aligned to school priorities.

Staff feel valued, listened to and proud to work at the school. They describe the school as nurturing and inclusive, and they speak highly of leaders' visibility, care and high expectations. They value the culture of mutual support and the consistent focus on doing what is best for pupils. Leaders manage workload and wellbeing carefully. They remove unnecessary tasks and maintain a positive, supportive culture.

Strong relationships with families and the community enhance pupils' experiences and ensure that families feel part of the school. Governors place pupils at the heart of every decision. They understand the school's context well and fulfil their statutory duties effectively. Governors provide appropriate challenge, while also providing valued support to leaders. Governors monitor attendance, finances and safeguarding rigorously and triangulate leaders' reports with structured visits. They have contributed to the redevelopment of the school's vision and ensure that financial decisions prioritise pupils' needs. Leaders and governors share a strong commitment to improving outcomes for all pupils and act with clarity and purpose to achieve this.

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

Pupils enjoy attending Park View Primary School and feel a strong sense of belonging. They feel safe, happy and cherished. Pupils care for and celebrate each other. They value using the 'Positive Pants' initiative to share positive messages with friends. Pupils say these messages help them feel brave. Leaders and staff promote a culture of respect, and pupils rise to the high expectations that adults model every day.

Pupils play cooperatively and include others, which makes playtimes active, friendly and joyful. Pupils understand what bullying is and know staff will act quickly if concerns arise.

Pupils benefit from highly effective pastoral support. Staff know pupils and their families well, so pupils feel understood and confident to be themselves. Warm, respectful relationships between staff, pupils and their families help create a cohesive school community where pupils thrive. Pupils understand the school vision of 'Rooted in Care, Rising with Purpose'. They say that the school values of 'Be Kind, Be Respectful, Try Your Best and Be Safe' guide their positive behaviour. Pupils also learn British Sign Language so that everyone can participate fully in school life.

Most pupils attend school regularly. They take part enthusiastically in lessons, listen carefully and show respect for staff. The school's strong focus on oracy helps pupils speak clearly and confidently. Leaders are starting to embed this new skill into the curriculum to strengthen pupils' writing so that outcomes at the end of Year 6 continue to improve.

Pupils enjoy a wide range of experiences beyond the taught curriculum. These include a Year 6 trip to the Tower of London to deepen their understanding of their relished Crime and Punishment topic. Pupils value leadership roles, including junior governors, wellbeing

champions and young interpreters. These opportunities help pupils develop confidence, independence and a strong sense of responsibility, preparing them well for their future lives.

Next steps

- Leaders should continue to strengthen oracy to help improve pupils' achievement in writing.
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About this inspection

The chair of the board of governors in this school is Mike Christmas.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, the special educational needs and disabilities coordinator, teachers, support staff, governors, a representative from the local authority, pupils and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The current headteacher was in post at the time of the last inspection.

Headteacher: Danielle Owens

Lead inspector:

Vanessa Mason, His Majesty's Inspector

Team inspectors:

Andrew Foster, Ofsted Inspector

Rebecca Mayman, Ofsted Inspector

Grace MacLean, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 19 May 2026

School and pupil context

Total pupils

434

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

460

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

55.01%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.76%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.59%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	45%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	65%	72%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	90%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	46%	Close to average
2024/25 (final)	51%	47%	Close to average
2023/24 (final)	64%	46%	Above
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	76%	63%	Above
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	53%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (final)	54%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	59%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	60%	Above
2024/25 (final)	86%	61%	Above
2023/24 (final)	86%	59%	Above
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	68%	-19 pp
2024/25 (final)	51%	69%	-18 pp
2023/24 (final)	64%	67%	-3 pp
2022/23 (final)	31%	66%	-35 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	76%	81%	-5 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	53%	78%	-25 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (final)	54%	78%	-24 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	59%	77%	-18 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	1 pp
2024/25 (final)	86%	81%	6 pp
2023/24 (final)	86%	79%	6 pp
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.0%	5.2%	Above
2023/24 (3 term)	6.4%	5.5%	Above

Year	This school	National average	Compared with national average
2022/23 (3 term)	7.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	17.4%	13.0%	Above
2023/24 (3 term)	17.1%	14.6%	Close to average
2022/23 (3 term)	21.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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