

Parkview Primary School

Address: Springwood Drive, Oakwood, Derby., Derbyshire, DE21 2RQ

Unique reference number (URN): 131799

Inspection report: 24 March 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.

Expected standard

Achievement

Expected standard 

Pupils generally achieve well in reading, writing and mathematics. In response to a recent decline in relation to pupils' achievement in the phonics screening check, leaders have ensured that this gap is closing quickly.

The school prioritises the development of the important basic knowledge and skills in reading, writing and mathematics. Across the school, disadvantaged pupils, those with special educational needs and/or disabilities and other vulnerable groups largely make suitable progress from their starting points.

As they progress through the curriculum, pupils begin to develop their understanding across a wider range of subjects. There is evidence from their written work that pupils largely secure appropriate knowledge and skills matched to their age and key stage. While pupils generally apply their knowledge well, there is some variability in the quality of their handwriting and compositional skills.

Attendance and behaviour

Expected standard 

Leaders have high expectations of pupils' attendance. Overall attendance is typically above national averages. Leaders have an accurate understanding of the barriers that prevent some pupils from attending school as regularly as they should. They use their sharp analysis to secure improvements, particularly for disadvantaged pupils. Recently, leaders' actions have significantly reduced disadvantaged pupils' rates of persistent absence.

Pupils behave well. There is a happy and busy atmosphere around school. Pupils follow routines with confidence, showing kindness and respect towards each other and to staff and visitors. They have positive attitudes to learning. Pupils enjoy lessons and respond positively to teachers' consistent expectations. They say that they trust staff to deal with any friendship issues. Discriminatory behaviour is not a problem at the school. Playtimes enhance pupils' social and emotional development well. Pupils with special educational needs and/or disabilities that may affect their behaviour receive skilled support to control their emotions. The school's bespoke approach in the 'Orchard' provision supports pupils who experience a range of challenging needs and circumstances very well.

Curriculum and teaching

Expected standard 

There is a carefully designed, broad and balanced curriculum in place across all subjects. Leaders ensure that the ambitious curriculum enables pupils to build progressively secure knowledge and skills. Staff apply their knowledge of pupils' needs and starting points to their teaching. There is a firm focus on ensuring that pupils develop the important basic skills in language and communication, reading, writing and mathematics.

Leaders have strengthened their approach to teaching phonics, in response to a recent decline in this area. This has involved additional staff training and seeking external advice. This work is having a positive impact in terms of pupils' increased confidence and fluency in

reading, and improved teaching. Pupils with gaps in their learning are receiving effective support to catch up in phonics.

Teachers mainly use the information from the checks they make on pupils' learning to inform their teaching in relation to pupils' individual needs. They adapt their teaching to ensure that pupils who need extra help to catch up receive skilled support. Leaders make sure that disadvantaged pupils receive high-quality teaching. As such, leaders deploy the staff effectively to enhance pupils' learning and wellbeing.

Early years

Expected standard 

Leaders have designed an ambitious curriculum that supports children's progress and development effectively. There is a keen focus on supporting children to develop effective language and communication skills as soon as they join the school. Staff work as a united team to promote children's learning and wellbeing. They adjust their approach to allow for any additional needs, such as for disadvantaged children or those with special educational needs and/or disabilities. These children make a positive start to their schooling. Leaders quickly identify any child who needs extra help and provide effective support. Gaps in children's learning close quickly because of this. Children are well prepared for Year 1, and an increasing number achieve a good level of development by the end of Reception Year.

Leaders regularly check how well staff interact with children in Nursery and Reception Year. On occasion, staff do not make the most of opportunities to promote children's learning and language development. Leaders have astutely identified some further steps to improve the consistency of staff practice. Early reading is a high priority. Children begin to learn phonics as soon as they start school. They quickly develop an enjoyment of books and stories.

Positive relationships support children's wider personal development. They typically follow familiar routines with confidence and independence. The school fosters positive partnerships with parents and carers and a range of external services.

Inclusion

Expected standard 

Leaders and staff understand the challenges faced by some pupils that may affect their learning and wellbeing. They have sharp oversight of key pupil groups such as those eligible for pupil premium funding, those with special educational needs and/or disabilities and those known (or previously known) to children's social care. Leaders recognise that an increased number of disadvantaged pupils are joining the school. They support and train staff to adapt their teaching accordingly. There is a shared ambition for all pupils to achieve well from their starting points, regardless of any vulnerability.

Leaders have well-designed systems to identify and assess pupils' needs and barriers to learning. They check how well staff use a range of strategies and resources to enable pupils to successfully access the curriculum. This includes pupils supported in the school's 'Orchard' nurture provision. The school uses the additional funding it receives, for example the pupil premium grant, to address and overcome pupils' barriers to learning. The school

works with external professionals and a range of specialist services effectively. This informs teaching and shapes pupils' next steps in their education.

Leadership and governance

Expected standard 

Leaders understand their school and the local context very well, recognising the range of challenges faced by some pupils. There is a dedicated commitment to inclusion. Leaders have set appropriate school priorities such as improving attendance and developing the new 'Orchard' nurture provision.

Leaders at all levels make their decisions with the best interests of pupils at the forefront of their thinking, especially those who are most disadvantaged. The impact of leaders' work is evident in the improving outcomes in phonics and in the attendance of disadvantaged pupils.

Governors fulfil their duties diligently, for example in relation to safeguarding and the school's provision for pupils with special educational needs and/or disabilities and those who are disadvantaged. They have suitable oversight of the strategic direction of the school. This includes bringing support and challenge for leaders. Governors consider the workload and wellbeing of leaders and staff.

Some parents and carers are unhappy with aspects of the school, such as communication. Leaders and governors are taking action to develop open, constructive relationships with the community. They recognise that they need to continue to be tenacious in building positive relationships with all groups of parents.

Leaders ensure that staff access an appropriate professional learning programme to enable them to fulfil their roles effectively. Staff are a keen and supportive team. They value the training they receive, praising the support provided for staff workload and wellbeing.

Personal development and wellbeing

Expected standard 

The school's personal development programme is at the heart of its work. It has been carefully designed to develop pupils' skills and understanding in order to prepare them for the wider modern world. Leaders and staff use their knowledge of pupils' unique needs to ensure that the programme supports those who are disadvantaged effectively.

Pupils learn about key themes such as healthy relationships, sex education and online safety, in an age-appropriate way. The school actively promotes pupils' understanding of fundamental British values and cultural diversity. Pupils discuss with growing confidence their understanding of, and respect for, a range of faiths. There is a rich calendar of planned activities to complement the curriculum, linked to themes such as safety awareness, anti-bullying and 'children's mental health week'. Staff encourage pupils to explore their feelings and fears through an open, supportive culture.

The school promotes respect and kindness. As a result, incidents of discrimination are rare. Alongside the personal development programme, pupils access a range of extra-curricular activities. They benefit from taking part in the experiences set out in the 'passport of activities'. Clubs such as sports, chess, dance or music are open to all pupils, as are the

educational visits. Leaders have recently enhanced the offer by adding a water polo club. This has arisen through the positive addition of a dual-purpose pop-up swimming pool. Not only does this ensure that pupils access swimming instruction but it supports some pupils who experience sensory issues or fear of water.

As a result of the school's wide and varied programme, pupils develop as well-rounded individuals who are well prepared for life in modern British society.

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

Pupils are happy and enjoy their learning. They thrive because their learning and wellbeing needs are ably supported by caring staff. Pupils learn and play in a safe environment that helps them to flourish. They typically achieve well in the national curriculum tests at the end of Year 6.

An increasing proportion of pupils at the school are disadvantaged, have special educational needs and/or disabilities, or face barriers to learning. The school accurately identifies barriers so that pupils typically progress well from their starting points. Pupils in the school's 'Orchard' provision benefit from a bespoke approach to learning. This enables them to thrive in the provision or when reintegrating to their classes. Reading is a priority at the school. Everything stops for the daily 3pm story time. The school's 'rainforest library' is a well-stocked, inviting space for pupils to enjoy books. Leaders have revised their approach to teaching phonics so that more pupils can meet the expected standard in the Year 1 phonics screening check.

Pupils behave well in lessons and around school. Well-structured routines and positive relationships enable pupils to settle quickly and make the most of their learning. This begins straight away in the early years. Playtimes and lunchtimes promote pupils' social and emotional development well. Pupils say that bullying is not a problem at the school. They have confidence in trusted staff to help sort out any worries that occur.

The school is keen to broaden pupils' horizons beyond their local community. As a result, pupils develop an understanding of cultural diversity, for example through the well-chosen range of books on the school's 'reading spine' available for all year groups. Pupils are keen to take part in the many extra-curricular activities offered by the school. These opportunities, along with their leadership roles, effectively enhance pupils' wider personal development.

Next steps

- Leaders should ensure that staff have high expectations of pupils to consistently produce high-quality written work that reflects their detailed knowledge and skills across the curriculum.

- Leaders and governors should strengthen constructive relationships with all parents and carers, so that as many as possible engage positively with the school in the best interests of pupils.
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About this inspection

The chair of the board of governors in this school is Lisa Cook.

The school is part of a federation called Parkview and Redwood federation.

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

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

Inspectors spoke with the headteacher, other senior and school leaders, the chair of governors, members of the governing body and a representative of the local authority.

The school does not use any alternative provision.

Headteacher: Miss Marie Jarvis

Lead inspector:

Christine Watkins, His Majesty's Inspector

Team inspectors:

Linda Azemia, Ofsted Inspector

Andrew Monaghan, 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 24 March 2026

School and pupil context

Total pupils

221

Close to 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

210

Below 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)

13.27%

Below 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

2.26%

Close to 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

7.69%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	73%	61%	Above
2024/25 (revised)	82%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	70%	60%	Above

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	78%	74%	Close to average
2024/25 (revised)	93%	75%	Above
2023/24 (final)	68%	74%	Below
2022/23 (final)	73%	73%	Close to average

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	81%	72%	Above
2024/25 (revised)	82%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	77%	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	85%	73%	Above
2024/25 (revised)	93%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	77%	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	40%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	50%	62%	Below
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	60%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	60%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	40%	68%	-28 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	50%	80%	-30 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	60%	78%	-18 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

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	60%	80%	-20 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (2 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

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 (2 term)	8.7%	13.3%	Below
2023/24 (3 term)	7.7%	14.6%	Below
2022/23 (3 term)	10.3%	16.2%	Below

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.

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