

Park View Academy

Address: 146-148 Parkview Road, WELLING, Kent, DA16 1SR

Unique reference number (URN): 138386

Inspection report: 2 June 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.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders use many well-considered and effective strategies to support pupils to improve their attendance. The school's approach is carefully informed by an understanding of pupils' needs and what support is likely to be most helpful. For example, some pupils are supported with therapeutic approaches while for others, adjustments are made to the organisation of the school day. Leaders' work to ensure that all pupils benefit from learning a relevant and engaging curriculum has also helped to secure significant improvement in attendance. This includes for pupils with special educational needs and/or disabilities and those who are disadvantaged. It also includes those pupils who have faced other challenges, such as not being able to take part in education for a significant amount of time before joining this school. Leaders also provide significant support to parents and carers to help them ensure that their children attend school each day.

Behaviour around the school is very positive. The school is a calm and purposeful environment where pupils support each other to learn well. Leaders also make sure that the school is an environment where bullying and any form of harassment are not tolerated. Pupils know that if it were to occur leaders would deal with it swiftly and appropriately. Pupils and staff consistently show respect for each other. This mutual respect supports the school to be a harmonious place to learn.

Inclusion

Strong standard ●

Inclusion is threaded throughout all that this school does. From the moment a pupil is set to join the school, leaders consider, evaluate and plan how to best meet their individual special educational needs and/or disabilities. All pupils at this school have education, health and care plans. Leaders ensure that these plans are used effectively to shape the support that pupils receive and that this support promotes positive and meaningful outcomes. Leaders constantly review each pupil's provision so that support remains appropriate over time. They also make sure that staff are well trained in providing the support that pupils need. The school's effective work means that pupils' barriers to success are continually being reduced.

Leaders ensure that pupils who are disadvantaged and those known to children's social care benefit from the same opportunities as their non-disadvantaged peers. They do this by carefully planning the activities and opportunities that pupils take part in. For example, leaders prioritise ensuring that all pupils experience what it is like to go on holiday and visit the theatre.

When leaders make use of alternative provision, this is done thoughtfully in order to enhance the experiences that pupils already receive. This includes, for example, supporting pupils therapeutically through opportunities to interact with animals or by giving them access to courses in construction which aide their aspirations for employment. Leaders know pupils very well and they are tenacious in making sure that all pupils are supported to be successful in their future education and careers.

Leaders prioritise supporting the personal development and wellbeing of pupils. This is amply demonstrated by the daily routines and experiences that pupils have to build the knowledge and skills they need, both in their current lives and in the future. For example, through board games clubs, pupils enjoy learning how to take turns and collaborate with each other. Pupils learn how to be healthy, such as by cooking healthy meals. They also benefit from community projects which help them to understand how to be good citizens and put this into practice.

The personal, social and health education curriculum ensures that pupils have an appropriate understanding of healthy and respectful relationships. Leaders have ensured that this curriculum is adapted to enable all pupils, including those with complex special educational needs and/or disabilities, to develop the required knowledge. Through this curriculum and other wider activities, pupils are well supported to gain knowledge of fundamental British values and the ways that people can be different. Pupils know how to keep themselves safe in the world outside school. For example, they learn how to cross roads safely and travel by public transport where this is appropriate. In swimming lessons, pupils learn how to keep themselves safe in the water. Leaders have also prioritised pupils' learning about online safety so the pupils know what they can do to safely navigate the online world.

Leaders have made sure that all pupils, including those who are disadvantaged, receive a rich and varied careers education. This supports pupils in developing a wide range of appropriate aspirations from careers in nursing to hospitality. Work experience opportunities enable pupils to understand and build personal attributes that can support their success after they leave the school. The school ensures that pupils are well supported to successfully transition to the next phase of their education. For example, pupils are guided with selecting courses and making applications. The positive impact of this work means that the large majority of pupils progress to sustained education, employment or training after leaving Park View Academy.

Post 16 provision**Strong standard** 

Leaders ensure that all students in the sixth form learn an ambitious curriculum that prepares them well for their future education and careers. Teachers have the necessary subject knowledge to deliver this curriculum with precision. In lessons, they carefully check for students' understanding and make sure that teaching is building upon strong prior knowledge. The school's highly effective approaches mean that students, including those with complex special educational needs and/or disabilities and those students who are disadvantaged, consistently achieve very well.

The sixth-form offer includes a wide variety of pathways and opportunities to ensure that students successfully build on their prior learning and experiences. Opportunities such as taking part in the Duke of Edinburgh award support students in developing their wider character and personal attributes. Students learn about a broad range of future careers and internships. This is supplemented effectively by a range of work experience opportunities within the local community. This helps students to develop important skills such as time management and teamwork. A varied programme of visits to the theatre and museums

raises students' awareness of different cultural perspectives and builds their understanding of the city that they live in. Sixth-form students are role models for younger pupils at the school. They help their younger peers to build their aspirations for their futures.

Expected standard

Achievement

Expected standard 

Leaders ensure that pupils develop the knowledge and skills that they require to be ready for the next steps in their education and their lives in the wider world. Throughout their time here, pupils build and practise appropriate foundational knowledge in English and mathematics. In many cases, the school's work in these curriculum areas enables pupils to make highly positive progress over time. As a result, pupils have the key knowledge and skills they need to learn and remember more and access their future learning with confidence. This is demonstrated by the number of pupils who are in sustained education, employment and training after leaving the school.

All pupils, including those who are disadvantaged and pupils with a range of special educational needs and/or disabilities, achieve well across the curriculum and make progress from their starting points. They are ready to be productive future citizens of Britain and the world.

Curriculum and teaching

Expected standard 

Leaders have ensured that the school offers a broad, rigorous and ambitious curriculum that supports the aims, needs and development of the pupils who attend. Leaders have planned and sequenced this curriculum so that pupils build appropriately on their prior knowledge. Teachers are well trained. They use their professional knowledge to deliver the curriculum well and in a way that helps pupils to secure understanding over time. For example, teachers use well-established routines in class to check that pupils remember and understand what they are learning. When teachers identify gaps in pupils' knowledge, they adjust their teaching to make sure that these gaps are swiftly filled.

The curriculum ensures that pupils build a sound understanding of important foundational knowledge in English and mathematics. This enables pupils to access the rest of the curriculum successfully. Typically, leaders and staff make any adjustments that are needed to the curriculum and teaching so that all pupils, including those who are disadvantaged, are supported well in their development. Nevertheless, on occasion, for a small number of pupils, the academic curriculum does not stretch their thinking or enable them to deepen their knowledge. Leaders are aware of this and they have put in plans to rectify this.

Leadership and governance

Expected standard 

Leaders, including the governors and the proprietor, have a clear and aspirational vision for the success of the school. This is firmly rooted in ensuring that all pupils are empowered to

achieve positive outcomes. The tenacious work of the school leadership team is making that ambition a reality.

Leaders and the proprietor ensure that the school meets all of the independent school standards and fulfils its statutory duties. The proprietor understands the importance of maintaining a clear and accurate understanding of the quality of the school's work. This is generally reflected in the proprietor's approaches to oversight. Overall, areas that need development are identified and acted on. Similarly, school leaders also have a clear understanding of what they want to do to further enhance the education of all pupils. They put in place coherent and appropriate plans to make those changes a reality. The proprietor and leaders continue to seek out ways to strengthen their evaluation of the school's provision and identify the approaches needed to further improve pupils' outcomes. Parents and carers appreciate the work of the school and feel that leaders act consistently in the best interests of the pupils.

Staff feel that leaders support and promote their wellbeing. Leaders also make sure that staff receive professional development that enables them to be effective in their roles. For instance, staff are supported, where appropriate, to develop their subject knowledge and their use of assessment to support the learning of pupils.

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

Pupils at this school enjoy learning the wide variety of subjects on offer. They approach each subject with eagerness, whether this is developing their horticultural skills at the school allotment or increasing their foundational knowledge of English and mathematics in the classroom. Pupils appreciate how teachers adapt the curriculum to support them to learn well, whatever barriers or difficulties they may have. Pupils, including those who are disadvantaged, are well prepared overall for the next stages of their education.

Pupils and staff at the school have incredibly positive relationships. This supports pupils to learn well. Older pupils are excellent role models for younger pupils, who look up to them and are keen to follow their positive examples. Leaders ensure that all pupils can participate fully in school life, including, for instance, trips to the swimming pool and taking part in work experience activities.

Pupils' behaviour is very positive and supports their academic learning and all-round development, both inside and outside of the classroom. Any instances of bullying are dealt with swiftly and effectively by leaders. This leads to pupils feeling safe and well cared for at the school. Many pupils feel that the school is their happy place. Leaders' actions, such as supporting pupils with therapeutic provision and providing an exciting and ambitious curriculum, ensure that pupils' attendance improves rapidly and significantly once they join this school.

Throughout everything that pupils experience and learn at the school, leaders and staff help them to be prepared to thrive in modern Britain. For example, pupils learn how to be good citizens through activities such as litter picking. They also learn and practice how to take

care of themselves, such as learning how to budget and shop for groceries and then prepare healthy meals.

Next steps

- Leaders should continue to develop the curriculum and teaching to ensure that all pupils are supported to deepen their learning and achieve the highest possible outcomes.
 - The proprietor and those responsible for governance should continue to develop their mechanisms and structures for evaluating the work of the school to ensure that it continues to support all pupils to do their very best.
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About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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 HMIs.

Inspectors spoke with the proprietor, the executive headteacher, the headteacher, senior leaders, other members of staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school is registered as an independent special school and specialises in supporting pupils with autism; social, emotional and mental health needs, and pupils with emotional-based school avoidance. All pupils on roll have an education, health and care plan.

The school operates at 146 to 148 Parkview Road, Welling, Kent DA16 1SR

The school uses five unregistered alternative provision.

The school is registered to admit 50 pupils. At the time of the inspection there were 43 pupils on roll.

The name of the proprietor is Gemma Gosden.

The fees currently charged are between £50,540 to £69,713.

The school's email address is parkview@alpschools.org

Headteacher: Emma Chatzispayridou

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Luke Stubbles, His Majesty's Inspector

Team inspector:

Joanna Jones, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 2 June 2026

Total pupils

43

School capacity

50

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

43

Pupils with special educational needs (SEN) support

0

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.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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