

Inspection of Park View

9 Stoke Green, Coventry, West Midlands CV3 1FP

Inspection dates: 16 to 17 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils enjoy coming to Park View and have positive attitudes to school. They want to be in school because of the strong and positive relationships they have with the staff. The nurturing environment the school provides, helps pupils to feel safe and happy. Pupils like the warm welcome they receive from staff as they arrive. This helps them to quickly settle into the day.

The school has high expectations for what pupils can achieve. This includes behaviour. Staff understand pupils' needs and pay close attention to meeting these needs. In a short space of time, pupils have started to thrive. They behave well and respond positively to adults and each other. Pupils have quickly learned about managing their emotions and communicating their wants and needs to staff. They are starting to focus on learning for longer periods of time and developing their knowledge across key areas of the curriculum.

Pupils enjoy being active and spending time in the outside space. The morning yoga or dance puts an instant smile on their faces and helps develop their balance and coordination. Pupils enjoy the practical learning that they do outside, including making dough or counting jumps on the trampoline.

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

Pupils have had a disrupted education, before joining the school. For some this has significantly impacted on their life outside of school as well as their educational experience. Leaders, including the proprietor, are committed to improving both the educational experiences of pupils and the quality of their life outside school.

Staff work closely with parents and carers to find out about what each pupil likes and dislikes. They gather information from previous schools and other relevant agencies. This ensures they have an accurate understanding of pupils' needs. From this starting point, the school chooses an appropriate curriculum pathway. It carefully matches its approach to delivering the curriculum to the individual pupil. This is working well. Pupils have re-engaged with education and are making rapid progress in key areas of the curriculum. Parents are highly positive about the school. They describe significant improvements in their child's progress, both socially and academically.

Most pupils currently attending have multiple and complex learning needs. They are working at the early stages of the curriculum. The school knows that pupils' social and emotional development is fundamental to them being able to learn in other areas. This is why it forms such a central part of the curriculum at the school. The school has focused on supporting pupils to increase their independence in meeting their own care needs. Through social stories, pupils learn to cope with changes that are happening to their bodies. The school has successfully supported pupils to use strategies for staying calm. Pupils learn to work alongside each other and take turns. The school has established an environment that enables all pupils to learn.

Developing language and communication is another key area of the curriculum. Teachers deliberately model key language to widen pupils' vocabulary. For example, when making dough, teachers emphasise words, such as stir, slowly and small, checking that pupils understand the meaning. Through repeating what pupils say and extending this, pupils have widened the number of words they use. There are times, however, when staff miss opportunities to develop pupils' spoken language further. This is because some staff do not have the knowledge and expertise they need to maximise pupils' learning.

Most pupils are at the very early stages of reading. Staff focus on the essential pre-reading skills, such as developing an awareness of sound and print. They also share stories and rhymes to promote a love of reading. The school has a more structured programme ready to implement for those new pupils who are moving beyond the very early stages.

The school's curriculum is evolving. In some areas of the curriculum, such as personal social and emotional development, the precise knowledge and skills the school wants pupils to learn are clearly identified. However, in early mathematics, the small steps of progress are not as clear. This means that, on occasion, pupils are not taught the appropriate next step. This hinders their achievement.

Pupils' personal development is at the core of everything the school does. Staff identify what is most important for each pupil to learn and provide a personalised curriculum in this area. For example, pupils who started with a limited range of food in their diet, have been thoughtfully introduced to a wider range of food. This has been done through teaching pupils to cook and prepare food. Pupils learn the essential skills they can use in the world of work and for independent living. This work is helping pupils prepare well for adulthood. The curriculum includes learning about other cultures and the wider world, but pupils currently have limited experiences to enhance their understanding in this area.

The proprietor understands its responsibilities. It is committed to providing high-quality accommodation and resources. This includes high ratios of staff to pupils. It has employed an experienced and knowledgeable director of education to support the school as it grows. Staff feel valued and well supported. The school meets the independent school standards securely and consistently, including the statutory requirements of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- Some parts of the curriculum do not identify clearly enough the important knowledge and skills pupils need to learn. As a result, teaching is not always as targeted as it could be on pupils' next steps. The school should ensure that in all areas of the curriculum the important knowledge and skills are clearly identified to enable staff to focus more precisely on pupils' next steps.
- Some staff do not have the knowledge and expertise they need to support pupils' learning as well as they could. As a result, there are times when staff miss opportunities to develop pupils learning. The school should continue to develop staff expertise so that all staff can support pupils learning equally well.
- Some aspects of the school's personal development offer are in their infancy. Pupils do not experience opportunities to learn about the world around them as much as they could. The school should ensure they maximise the opportunities to engage pupils in experiences that will support their wider development.

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.

School details

Unique reference number	151118
DfE registration number	331/6009
Local authority	Coventry
Inspection number	10416933
Type of school	Other independent special school
School category	Independent day school
Proprietor	Blossom Children's Homes Limited
Chair	Matt Wakeling
Headteacher	Jesi Dhaliwal
Annual fees (day pupils)	£65,000 to £105,000
Telephone number	07385315208
Website	www.blossomchildren.co.uk/our-school/parkviewschool/
Email address	jesi.dhaliwal@blossomchildren.co.uk

Information about this school

- Park View School is located in an annex at 9, Stoke Green, Coventry CV3 1FP. The school was registered with the Department for Education in December 2024. This is the school's first standard inspection.
- The school caters for pupils from the age of 7 to 18 with severe learning difficulties and speech, language and communication needs. All pupils have an education, health and care plan.
- The school is registered to admit 12 pupils.
- The school does not use alternative provision.
- The inspectors only inspected the education provision at this school.
- This is the school's first standard inspection.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point in time evaluation about the quality of a school's education provision.
- 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.
- The lead inspector met with the chair of the proprietor body, the director of education and the headteacher. They also met with the managers of two care homes.
- Inspectors carried out deep dives in mathematics, personal, social and health education and communication and language. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, observed pupils' learning and looked at other evidence of pupils' learning.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector toured the premises to check for compliance with the independent school standards. A number of key documents were also reviewed,

including policies relating to admissions, behaviour, curriculum, complaints, health and safety and safeguarding.

- Inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text comments. Inspectors also held discussions with parents and a social worker via telephone calls.

Inspection team

Helen Forrest, lead inspector

His Majesty's Inspector

Heather Simpson

His Majesty's Inspector

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