

Inspection of Griffin Park Primary School

Cavendish Place, Blackburn, Lancashire BB2 2PN

Inspection dates: 17 and 18 May 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	Requires improvement

What is it like to attend this school?

Pupils feel happy at Griffin Park Primary School. Children in the early years are content and secure in their bright and cheerful classrooms. Older pupils look forward to the games that adults provide at lunchtimes. There is a special area for pupils who want to play or talk quietly. Pupils said that coming to this school is like being part of a big family.

Pupils know that their teachers expect them to try their best. Pupils said that they work hard because they know that it is the right thing to do. This responsible attitude supports pupils' learning the curriculum. They achieve well. If pupils do not understand something, they know that they can ask their teachers for help.

Leaders and staff have high expectations for pupils' behaviour. Pupils behave sensibly around school. For example, they wait quietly in line for lunch. Children in the early years remember to walk indoors instead of running. These things help to make the school an orderly place. Pupils said that if bullying happens, their teachers make sure that it stops quickly.

There are plenty of opportunities for pupils' wider development. Pupils can sing with the school choir. They can participate in a range of after-school clubs, such as gardening, crafts or sport. Pupils said that they feel safe in school. They know who to talk to if they are worried about anything.

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

Leaders have designed a broad, ambitious and exciting curriculum for all children and pupils from the early years to Year 6. They have thought carefully about what they most want pupils to know and be able to do by the time they leave the school. Leaders have collaborated effectively with staff to decide the order in which pupils need to build up their knowledge in each subject.

The curriculum is clearly organised. In almost all subjects, teachers have considered the steps that pupils need to make in their learning. In a very small number of subjects, leaders have not identified the smaller building blocks of knowledge that pupils need to learn. This sometimes makes it more difficult for teachers to build up pupils' learning securely in these subjects.

Teachers check regularly in lessons to make sure that pupils understand new learning. They provide effective support for pupils who need it. Teachers identify and address pupils' misconceptions quickly. This helps pupils to keep moving forwards in their learning. Pupils achieve well, including those with special educational needs and/or disabilities (SEND).

Leaders have put reading at the heart of the curriculum. Pupils across the school develop a love of reading. Children in the early years cannot resist the enticing

reading area. They sit comfortably on their sofas and read quietly with each other, retelling their favourite stories. Older pupils spoke enthusiastically about their favourite books and authors. They especially enjoy 'Reading Gladiator' time with the headteacher where they chat about the books that they have read. Pupils' reading expertise helps them with learning in other subjects.

Children in the early years learn about phonics straight away. They learn new letters and sounds daily. The words in their reading books contain these same letters and sounds. This helps children to develop confidence in their reading. Pupils of all ages, including those with SEND, learn to read well.

Leaders work with staff to ensure that any pupils who may have SEND are identified as quickly as possible. Leaders communicate effectively with parents, carers and with a range of professionals, such as speech and language therapists. This ensures that pupils with SEND receive the timely support that they need to access the curriculum. Pupils with SEND succeed.

Pupils follow the school rules and routines consistently. They are respectful to adults and to each other. This means that they can learn without disruption. Older pupils model positive behaviour for younger pupils and children. Most pupils attend school regularly and arrive on time each day. A few pupils do not attend school as often as they should. They miss out on important learning when this happens.

Pupils learn about difference and diversity in their community and in the wider world. For example, they learn about a range of cultures and faiths. Pupils learn about responsibility through carrying out roles such as lunchtime helpers or prefects. They learn about British values such as democracy when they vote for members of the school council. Year 6 pupils find out more about secondary school through the meetings that leaders arrange. These experiences help pupils to prepare for their future lives.

Governors receive a wide range of accurate information from leaders about their work to improve the school. This helps them to challenge leaders effectively. When making decisions, leaders and governors are considerate of the impact on staff's workload. Staff appreciate leaders' support for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training in a range of safeguarding matters. Staff know how to recognise when a child might be at risk from harm. Leaders make sure that staff know how to report any concerns that they might have about pupils' safety.

Leaders work effectively with professionals such as the education welfare service and the local authority safeguarding team. This enables them to secure timely help for pupils and families who need it.

Through the curriculum, pupils learn the importance of developing healthy and positive friendships. They know how to keep themselves safe, for example when they are using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculums do not contain enough information about the smaller components of knowledge that pupils need to learn. This prevents teachers from making sure that pupils learn everything they need to know in these subjects. Leaders must ensure that the curriculums in all subjects contain the information that teachers need to build up pupils' knowledge securely.
- A small but significant number of pupils do not attend school regularly enough. They miss important learning when this happens. Leaders must ensure that these pupils improve their attendance so that they get the maximum benefit from the school's good quality of education.

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	119116
Local authority	Blackburn with Darwen
Inspection number	10226172
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair of governing body	Trevor Anderton
Headteacher	Catherine Clayton-Young
Website	www.griffinparkprimary.co.uk
Date of previous inspection	19 and 20 June 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders make use of one registered alternative provider.

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 the headteacher and other senior leaders. The lead inspector also met with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history, and art and design. For each deep dive, inspectors met 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. The inspectors observed pupils reading to a familiar adult. Inspectors also spoke with leaders about the curriculum in other subjects.

- Inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments.
- Inspectors considered the responses to the Ofsted’s online surveys for staff. Inspectors also spoke with some pupils about school life.
- Inspectors reviewed a range of documentation about safeguarding. Inspectors also spoke with staff to understand how they keep children safe.
- An inspector spoke with some parents at the start of the day. Inspectors also spoke with staff to discuss leaders’ support for their workload and well-being.

Inspection team

Mavis Smith, lead inspector

Her Majesty's Inspector

Louise McArdle

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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