

Inspection of Park Primary School

Rutland Street, Colne, Lancashire BB8 0QJ

Inspection dates: 28 and 29 June 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 Good

What is it like to attend this school?

Pupils enjoy coming to this friendly, welcoming and caring school. There is a strong sense of teamwork and everybody treats each other with respect. Children and pupils achieve well. At school, pupils aim to 'come in strong, go out stronger'. The school's global themes, which include peace and conflict, identity and diversity, run through all areas of everyday life.

Pupils respond positively to the high expectations that staff have of them. They know that staff will support and care for them. Pupils are willing to share any worries or concerns. Pupils are confident that staff would sort out any bullying immediately. This helps pupils to feel safe.

Children in the early years and pupils across the rest of the school behave well. They respond positively to staff's high expectations of their conduct. Pupils work together productively and respect each other and the staff who care for them.

Pupils experience a range of interesting extra-curricular activities. For example, fishing, choir and chess clubs. These activities enable them to develop their sporting and creative skills. Pupils learn about the benefits of keeping fit and healthy. Pupils are proud to take on leadership roles, such as head girl and boy. Pupils are encouraged to work hard to achieve their aspirations and potential.

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

Senior leaders, supported by governors, have high ambitions for the school. Leaders consider staff's workload when making decisions about the school. They promote staff's well-being effectively. Staff feel valued and enjoy working at the school. This ensures that pupils learn in a safe, happy and positive environment.

Leaders ensure that reading is a top priority. They promote a love of reading by making reading central to the school's curriculum. Children in the early years begin to learn to read right from the start. Leaders have introduced a new phonics programme which staff have been trained in and are confident to teach. They ensure that pupils use their knowledge of letter sounds well to become accurate and fluent readers. Less confident readers receive the extra help that they need so that they can catch up. Teachers read regularly to their class and choose books to inspire pupils. This helps pupils to understand the world they live in.

Leaders have thought carefully about what they want pupils to learn. They have ensured that the curriculum is well designed. The key knowledge that staff must teach pupils is clearly identified in most subject curriculums. However, in a small number of subjects, the knowledge that leaders want pupils to learn is not as clear as it could be. Therefore, teachers are sometimes unclear about what they should teach. This hinders pupils from getting the most out of the curriculum on offer. Despite this weakness, pupils achieve well in most subjects.

Teachers typically use assessment strategies well in mathematics and English. However, in some other subjects, they are less well equipped to use the new assessment system to check if pupils are learning what they should.

Children in the early years get off to a strong start to their education. The curriculum lays the right foundations for children's future learning. Staff ensure that children are prepared with the knowledge and skills that they need. This ranges from using early mathematical language to learning how to take turns. Staff are skilful when helping children to develop their thinking and language skills. Routines and expectations are well established.

Pupils behave well and enjoy their lessons. Staff teach pupils with minimal disruption to learning activities. This is because of the positive relationships between pupils and with teachers and teaching assistants. Children in the early years understand and willingly follow the school rules and routines. This ensures that they are settled and learn well.

Pupils with special educational needs and/or disabilities (SEND) receive effective support that enables them to access the full curriculum and to achieve well. Staff quickly identify pupils' needs and any barriers to their learning. Leaders and staff ensure that pupils with SEND are included fully in the full range of school activities. Leaders work with staff, parents and carers and external partners to ensure that pupils learn successfully.

Leaders promote pupils' personal development well. There is a respectful culture in the school. Pupils learn how to be responsible citizens, including in the early years. Pupils explain that it is 'fine to be different and that everyone deserves to be treated the same'. Pupils learn about different faiths and religions. They talk knowledgeably about the rule of law and mutual respect. Pupils are well prepared for life in modern Britain.

Leaders provide governors with detailed information about the impact of actions taken to improve the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff and governors are well trained to identify and support pupils at risk of harm. The procedures in place for reporting concerns are understood by all staff. Staff follow these processes quickly and diligently. Leaders engage well with external agencies when needed, to secure appropriate support for pupils and their families.

Leaders use the curriculum and a range of visitors to help pupils to learn how to keep themselves safe, including how to manage risks when online. Pupils know what to do if they have a concern about their safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not given enough thought to the essential knowledge that pupils must learn. This means that staff are not clear about what they should teach. This sometimes leads to gaps in pupils' knowledge that hinders their achievement. Leaders should ensure that they identify the key knowledge that pupils must learn so that teachers know what to teach and when to teach this content.
- In some foundation subjects, teachers are less proficient in using the new approach to assessment. This stops them from checking how well pupils have learned the curriculum. It also hinders them from making sure that learning builds on what pupils already know. Leaders should ensure that staff receive the training that they need to use the new systems effectively.

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	119172
Local authority	Lancashire
Inspection number	10210921
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	Ian Hindle
Headteacher	Sarah Midgley
Website	www.colnepark.lancs.sch.uk
Date of previous inspection	5 and 6 May 2016, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that 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 spoke with pupils about their work and school life. Inspectors met with the headteacher and the deputy headteacher. They spoke with the assistant headteachers, the special educational needs coordinator and members of the inclusion team. They held discussions with staff, which focused on the well-being and safeguarding of pupils.
- An inspector spoke with members of the governing body, including the chair of governors. An inspector also spoke with a representative of the local authority.

- Inspectors reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's staff and pupil surveys.
- An inspector talked with pupils about the books that they like to read. The inspector also heard some pupils read to adults.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

Inspection team

Julie Brown, lead inspector	Ofsted Inspector
Sally Kenyon	Ofsted Inspector
Thomas Fay	Ofsted Inspector

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