

Inspection of a good school: Pool House Community Primary School

Kidsgrove, Tanterton, Ingol, Preston, Lancashire PR2 7BX

Inspection dates:

18 and 19 October 2022

Outcome

Pool House Community Primary School continues to be a good school.

What is it like to attend this school?

This is a happy school where pupils feel safe and work hard. Pupils, including those in the early years, are proud of their school. Everyone is welcome and pupils appreciate the care and support they receive from staff.

Pupils, including those with special educational needs and/or disabilities (SEND), respond well to the high expectations that leaders have for them. They engage in their lessons and try their best. Children in early years get off to a positive start and enjoy their learning.

Pupils behave very well. They are polite and well-mannered. They move around school in a calm and orderly manner. If bullying were to occur, pupils are sure that adults would sort it out very quickly. Any incidents are dealt with well by leaders.

Leaders ensure that there are many opportunities for pupils to take part in activities beyond the classroom. Pupils appreciate the after-school clubs on offer. They take part in art, gardening and sporting clubs. Pupils in the drama class meet regularly and enjoy participating in school productions.

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

Leaders have designed an ambitious and engaging curriculum for all pupils, including those with SEND. Leaders have ordered the curriculum in a logical way, from the Reception class to Year 6. In most subjects, they have identified the key knowledge that pupils should learn each year. In these subjects, pupils progress through the curriculum well.

Leaders have thought carefully about the overarching knowledge that they want pupils to learn in every subject. However, in a small number of subjects, leaders are not as clear about the key knowledge that they want pupils to remember. This means teachers are hampered when they come to design learning. In these subjects, teachers sometimes do

not identify what pupils need to know before moving on to new knowledge. As a result, pupils sometimes do not build their learning in a logical way. This means they do not achieve as well as they should.

In the Reception class, children settle quickly into school routines. The curriculum is designed to give children opportunities to develop their language and communication. For example, they discuss what happens on a farm and the jobs that farmers do. Children enjoy playing with their friends across all areas of learning. They are well prepared for Year 1.

Leaders prioritise reading. Children's phonics lessons begin as soon as they start school. Leaders have ensured that staff are well trained in teaching reading. Pupils read books that match the sounds that they are learning. This means that they can read with accuracy and increasing confidence. Leaders ensure that pupils who fall behind in their phonics learning are identified quickly and supported to catch up without delay. Leaders have worked hard to develop a love of reading in pupils.

Pupils behave very well. They are kind and considerate in class and at playtimes. Pupils are respectful in lessons. This means that they can learn without distractions.

Leaders know pupils, including children in early years, extremely well. Teachers make regular checks to see how well pupils are learning. Leaders are quick to identify the needs of those with SEND. Staff work hard to ensure that these pupils access the same curriculum as their peers. Leaders work closely with a range of external agencies to help support these pupils and meet their needs.

Leaders work effectively to promote pupils' personal development. Pupils learn about the world around them and beyond. For example, pupils in Years 5 and 6 enjoyed a trip to an outdoor adventure centre. Pupils are proud of the work that they do to support national and local charities. They play an active part in their community, including at the bonfire celebration and the Christmas market.

Leaders, including governors, know what the school does well and what it needs to do to improve further. Staff said that leaders are approachable. Leaders ensure that staff are well supported to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They know exactly what to do if they think a pupil is at risk of harm. They know how to report their concerns effectively. Leaders work with a range of agencies to ensure families get the help and support that they need when they face challenging circumstances.

Pupils learn how to keep themselves safe, including when they are online. They learn about road safety and fire safety. Pupils know that there is always someone to talk to in school if they have worries or concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, there is a lack of clarity about the specific knowledge that pupils need to acquire as they study each topic. This means that pupils sometimes move on to new learning too quickly. Leaders should refine curriculum organisation in these subjects so that teachers and pupils are clear about the most important information that they want pupils to remember.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2014.

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.

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	119332
Local authority	Lancashire
Inspection number	10240756
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	177
Appropriate authority	Local authority
Chair of governing body	Ian Bradbury
Headteacher	Julie Cole
Website	www.poolhouse.lancs.sch.uk
Date of previous inspection	5 July 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not access alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector conducted deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum 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 inspector listened to pupils read.
- The inspector met with the headteacher. The inspector also met with subject leaders and a group of teachers.
- The inspector met with governors. The inspector also spoke with a local authority adviser to the school.
- The inspector spoke with some pupils about their wider development and about school life.

- The inspector considered responses to Ofsted Parent View and to Ofsted's online surveys for staff and for pupils.
- The inspector reviewed a range of documentation about safeguarding. She spoke with staff to understand how they keep pupils safe. She also reviewed leaders' record of checks undertaken on newly appointed staff.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

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