

Inspection of Colne Primet Primary School

Tatton Street, Colne, Lancashire BB8 8JE

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

Pupils, including children in the early years, enjoy coming to this caring and welcoming school. They value their friends and appreciate the care that they receive from staff.

Pupils are kind, polite and respectful to each other. They know why it is important to be tolerant, to challenge stereotypical behaviour and to combat discrimination.

Pupils behave well. They live up to leaders' high expectations. Classrooms and corridors are calm and orderly spaces. Pupils know the school rules and they understand why they are important. Leaders deal with incidents of bullying swiftly and appropriately. This helps pupils to feel safe in school.

Leaders have designed an aspirational curriculum for pupils, including for pupils with special educational needs and/or disabilities (SEND). Pupils respond well to the high expectations that leaders and staff have of them. They try hard during lessons and they are keen to do their best. In the main, pupils in Years 1 to 6 achieve well across the curriculum. This is not the case for some children in the early years.

Pupils take great delight in reading to staff and listening to their teachers read to them. Added to this, pupils enjoy many extra-curricular experiences. For example, they participate in a range of sports activities and clubs, such as gardening or choir practice. The opportunities for pupils to further develop their talents and interests are extensive.

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

Leaders have designed an ambitious curriculum to enable pupils to build a rich body of subject knowledge over time.

Subject leaders have carefully considered the knowledge that they want pupils to know and remember. They have ordered learning logically so that pupils can build securely on their prior knowledge. Staff have strong knowledge of the subjects that they teach. In the main, they present new learning with clarity and they select appropriate activities for pupils to learn the intended curriculum. However, in a small number of subjects, leaders have introduced curriculums more recently. In these subjects, teachers are still developing their confidence to deliver some aspects of the curriculum as well as they deliver others. As a result, from time to time, some staff do not select the most appropriate activities for pupils.

Typically, from Year 1 to Year 6, teachers use assessment strategies well to check that pupils have a secure understanding of earlier learning. They use the information that they glean from these checks to inform and shape how to design subsequent learning and to address pupils' misconceptions. However, this is not the case in the early years. In the Reception class, staff do not use assessment techniques effectively enough to check that children have the knowledge that they need to

embark on new learning. This prevents staff from addressing the gaps in children's knowledge. It also hinders children in building on earlier learning and progressing well through the curriculum. As a result, some children are not prepared sufficiently well for the demands of Year 1.

Leaders have prioritised reading. Children in the Reception class begin phonics as soon as they join school. Leaders have introduced a phonics programme, and they have ensured that staff are equipped well to deliver this curriculum with confidence. However, in the early years, staff do not consider sufficiently well the gaps that some children have in their reading knowledge and vocabulary when they join the school.

For the most part, pupils who struggle to keep up with the phonics programme receive extra help to catch up quickly. Staff ensure that pupils' reading books match the sounds that they know. As a result, pupils read with increasing confidence and fluency.

Leaders have ensured that there are appropriate systems in place to identify the needs of pupils with SEND in a timely manner. In addition, leaders make sure that staff are suitably trained to support these pupils to learn the curriculum alongside their peers. Most teachers skilfully adapt how they deliver the curriculum for this group of pupils. This helps pupils with SEND achieve well.

Pupils' learning is rarely disrupted by poor behaviour. Leaders have created a calm learning environment where teachers can focus on delivering the curriculum.

Leaders ensure that pupils benefit from a range of activities and experiences that extend beyond the academic curriculum to enhance their wider development. As a result, pupils have a secure understanding of different cultures, faiths and people who might be different to themselves. Pupils learn about democracy and the difference between right and wrong. This helps pupils to understand the importance of treating others fairly and with respect. Pupils enjoy being part of the school council, or the groups that represent the school at community events. Most pupils participate in a club or activity. This helps to develop their sense of belonging and to improve their teamwork and communication skills.

Leaders have acted successfully to improve pupils' rates of attendance. Staff provide appropriate support for families of pupils who do not attend school as often as they should. As a result, many pupils now attend school more often than they did in the past.

Staff consider leaders to be approachable and considerate of their workload and well-being. This is because leaders provide strong support for staff alongside high-quality opportunities for their training and development. Members of the governing body are suitably knowledgeable. They provide an appropriate level of challenge and support for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive relevant and up-to-date safeguarding training. Staff understand their safeguarding responsibilities, and they remain alert to the possible signs of abuse and neglect. Staff know how to report safeguarding concerns.

Leaders know their community well. They work closely with outside agencies to ensure that pupils and their families receive extra support when needed.

Pupils learn how to keep themselves safe, including when they are out in their local community. For example, pupils learn about the characteristics of healthy relationships. Pupils also learn about how to look after their own mental health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers are still building their confidence in delivering the curriculum. This hinders them from designing the most appropriate activities to help pupils learn well. Leaders should ensure that teachers have the expertise so that pupils learn the intended subject content.
- In the early years, staff do not use assessment strategies well enough to check that children have learned the knowledge that they need for subsequent learning. This hinders children when they embark on new learning. As a result, some children do not achieve as well as they should. Leaders should ensure that staff use assessment strategies effectively to identify and address the gaps in children's knowledge and skills so that children are prepared well for future learning.

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	119173
Local authority	Lancashire
Inspection number	10241888
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	199
Appropriate authority	The governing body
Chair of governing body	Julie Sutcliffe
Headteacher	Christopher Holmes
Website	www.primet.lancs.sch.uk
Dates of previous inspection	13 and 14 June 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- Since the previous inspection, a new headteacher has been appointed.

Information about this inspection

The inspectors carried out this graded 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 spoke with the headteacher, other senior leaders, subject leaders and other staff. Inspectors spoke with representatives of the local authority and members of the local governing body, including the chair of governors.
- As part of this inspection, inspectors carried out deep dives in early reading, mathematics and geography. Inspectors met with subject leaders to discuss curriculums, visited lessons, reviewed samples of pupils' work, spoke with

teachers and spoke with pupils about their learning in these subjects. An inspector observed pupils reading to a familiar adult.

- Inspectors met with pupils from all year groups. Inspectors also observed pupils' behaviour at social times.
- Inspectors met with those responsible for governance, leaders, staff and pupils to evaluate the culture of safeguarding in the school. Inspectors checked on leaders' safeguarding procedures, including recruitment checks made on new staff.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, behaviour and attendance records and minutes of meetings held by those responsible for governance.
- Inspectors considered the responses to Ofsted's online questionnaires for staff and pupils. Inspectors also considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via Ofsted's free-text facility.

Inspection team

Thomas Fay, lead inspector

Ofsted Inspector

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Ofsted Inspector

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