

Inspection of Parkinson Lane Community Primary School

Parkinson Lane, Halifax, West Yorkshire HX1 3XL

Inspection dates: 20 and 21 September 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Leaders, staff, pupils and the wider community have transformed this school. They are united by a shared vision to ensure that every pupil benefits from an ambitious curriculum, enhanced by meaningful extra-curricular activities. That vision is now a reality. From the moment that pupils start at this welcoming and inclusive school, they happily embrace every opportunity that has been carefully planned for them. The impact of this learning environment is startling – for many pupils, it is life-changing.

Pupils' behaviour is exemplary. Even the youngest children quickly learn to meet the school's high expectations for their conduct. Respect and tolerance are threaded throughout the school. Pupils develop a meaningful understanding of the diversity of the world in which they live. They have a rich knowledge of different religions and cultures. This knowledge and understanding shape their character and are the foundation for the high levels of respect that pupils consistently display towards others.

There is a wealth of opportunity for pupils to take part in trips, visits and out-of-school clubs. Pupils explain how trips deepen their knowledge of what they learn in lessons. This vibrant school community works together to empower pupils with the knowledge, principles and confidence to engage positively with society as a British citizen.

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

The curriculum now in place is of exceptional quality. The important knowledge that the school wants pupils to know and remember is clearly highlighted. There are regular opportunities for pupils to revisit this knowledge. Passionate and knowledgeable teaching staff bring learning to life. They help pupils to see the links between new learning and what they have learned before.

Pupils develop an increasing depth of knowledge of the different subjects that they study. They see the value and meaning in what they have been taught. They make increasingly sophisticated connections between subjects and are able to relate their learning to the world around them. This helps pupils to recall what they have learned before and to explain the importance of this knowledge. By the end of primary school, pupils are knowledgeable, confident and eloquent individuals who are both ready and excited for their next steps.

The school carefully monitors pupils' progress through the curriculum. Subject leaders use this detailed information to evaluate their curriculum accurately and make any changes needed. Teaching staff have the knowledge, training and information they need to support pupils with special educational needs and/or disabilities (SEND). As a result of the help they receive, pupils with SEND successfully access the same curriculum as their peers and take part in the wider opportunities that the school offers.

Most pupils speak English as an additional language, and many initially struggle to speak English fluently. Well-trained and skilful teaching staff quickly help children gain the skills and confidence to speak and read English accurately and with understanding. Those at the earliest stages of learning to read learn their letters and the sounds these letters represent quickly. They learn to read accurately and with comprehension.

High expectations for all and a culture of tolerance and respect are consistently in place across the school. This starts in early years, where the youngest children learn how to take turns and to be kind to others. Subject leaders know the importance of the foundational knowledge that children in early years need. Working with teaching staff and alongside key stage leaders and link governors, subject leaders check that this knowledge is in place and ensure a smooth transition into key stage 1.

Pupils have a real understanding of what it means to be a British citizen. The school has ensured that, over time, pupils understand the importance of equality and the protected characteristics. As with other subject areas, this knowledge has meaning and value for pupils. It contributes strongly to the high levels of respect and exceptional behaviour that are seen. Above all, there is a principled understanding of diversity and a knowledgeable and joyful celebration of the different cultures that exist in modern Britain.

This community school is held in high regard by both staff and the wider community. Staff are well supported and proud to work here. They know that leaders, including governors, look after them well and have regard for their workload and well-being. The school knows that parents and carers are its valued partners and ensures that parents have the knowledge and information they need to support their work. The great majority of parents are highly supportive of the school.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107487
Local authority	Calderdale
Inspection number	10289934
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	567
Appropriate authority	The board of governors
Chair of governing body	Anthony Hollingsworth
Headteacher	Gulfaraz Ahmed
Website	www.parkinsonlane.com
Date of previous inspection	26 and 27 November 2019, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, three new assistant headteachers have been appointed. Three new governors have also taken up post.
- The school runs a Nursery for children aged three to four years. At the time of the inspection, 69 children were attending this setting.
- The school does not make use of any alternative providers.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders. A meeting was held with representatives of the governing body, including the chair of governors. A telephone conversation was held with a representative of the local authority.
- Inspectors carried out deep dives in mathematics, history, religious education, physical education and early reading. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to some pupils read. Inspectors also discussed the curriculum in some other subjects.
- 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.
- Inspectors considered the views of parents through the responses to Ofsted Parent View. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings and informal discussions, and through their responses to Ofsted's online survey for staff.

Inspection team

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