

# Inspection of Parks Primary School

1 Gillman Road, Leicester LE3 9NS

---

Inspection dates:	1 and 2 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014

## **What is it like to attend this school?**

Pupils flourish in this exceptional school. They are welcoming and polite. Pupils are very proud of their school. They are happy and safe. Pupils show kindness and respect to adults and each other. Staff and pupils live the school's core values daily. Pupils love being part of the school.

The school sets high learning and behavioural expectations for all pupils. Pupils consistently meet these high expectations. They strive for excellence in all that they do. Pupils, including disadvantaged pupils, excel in their learning. They are rightly proud of their work. Pupils' behaviour is exemplary. They value the calm and focused atmosphere.

The school rigorously promotes pupils' independence and responsibility. Pupils' character formation is outstanding. Pupils are nurtured to be self-confident and resilient. They persevere when appropriately challenged. They appreciate many opportunities to further deepen their learning and willingly accept extra responsibilities. Pupils are highly motivated. They have very positive attitudes to learning. They are exceptionally well prepared for the next stage of their education.

Parents and carers are overwhelmingly positive about the school. One parent, echoing the views of many, commented 'My child looks forward to school every day and I feel so proud that they are part of such a fabulous team.'

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

The school lives a vision that puts pupils at the forefront of everything it does. Leaders, including those responsible for governance, have created an ambitious culture of positivity and success. The school has maintained an exceptionally high quality of provision despite facing significant challenges, related to its premises, over the last 18 months. The school relentlessly focuses on continuous improvement. It successfully raises pupils' aspirations, broadens their horizons and enables them to thrive.

The school has developed a highly ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The school has given considerable thought to when pupils learn key subject knowledge, deepen understanding and develop skills. Staff skilfully identify and meet the needs of pupils with SEND. Strong foundations of learning are formed in the early years. Leaders have designed ambitious subject curriculums that enable pupils to learn, understand and be able to think, for example, as mathematicians, historians or artists.

Developing pupils' oracy is a distinctive part of the curriculum. The school meticulously builds pupils' speaking and listening skills from the very start of the Nursery Year to the end of Year 6. This focus on vocabulary strengthens pupils' reading, writing and learning in all subjects.

Staff have strong subject knowledge. They collaborate to develop the school's subject curriculums. Staff provide high-quality learning experiences. They carefully adapt their

teaching to enable all pupils to access the curriculum. Staff check what pupils are learning and remembering. Staff quickly address any misconceptions. This enables all pupils to be very successful in their learning across the curriculum. Pupils, including disadvantaged pupils and those with SEND, build knowledge seamlessly over time.

The school prioritises reading. Children begin their reading journey from the start of the Reception Year. Staff expertly deliver the school's own phonics curriculum. They intervene quickly when needed. Pupils become confident and fluent readers. They develop mature reading comprehension skills as they move from one year to the next. Pupils' love of reading is purposely cultivated. Children in the early years are captivated by stories and nursery rhymes.

The school has a consistent approach to developing pupils' positive attitudes. Routines for excellent behaviour starts early and continue as pupils move up through the school. Pupils are enthusiastic and attentive in lessons. They relish their learning. They attend well. Leaders aspire for even better attendance. Pupils readily take on responsibility for improving the experiences of others in their school community, for example, by being part of the 'job squad'. Pupils' opinions are valued. Typically, a pupil commented, 'the school listens to ideas and makes them happen'.

Opportunities for pupils' personal development are impressive. From the early years onwards, the school provides a wide range of experiences for all. Disadvantaged pupils benefit especially from these. Community projects, educational trips and residential visits enable pupils to thrive. An outstanding personal, social, health and economic (PSHE) education curriculum supports pupils to understand healthy living, relationships education, awareness of risks and being safe. Pupils learn about fundamental British values. They deepen their understanding of right and wrong. They champion equality and diversity.

The school prioritises staff welfare and is mindful of their workload. There is a clear focus on supporting staff well-being. Staff feel valued and appreciated. Highly effective teamworking leads to sustained and continuous improvement in the quality of education. Staff are proud to be part 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

<b>Unique reference number</b>	120088
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10347408
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emma Harrop
<b>Headteacher</b>	Caroline Evans
<b>Website</b>	<a href="http://www.parksprimary.org">www.parksprimary.org</a>
<b>Date of previous inspection</b>	13 and 14 November 2014

## Information about this school

- The school has been relocated twice in the last 18 months. Reinforced Autoclaved Aerated Concrete was identified as a significant health and safety risk in May 2023. At that point the school relocated its provision to three different sites. In April 2024 the school relocated a second time to temporary accommodation on the school's main site.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school 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 senior leaders.
- The lead inspector met with some governors, including the chair of governors.
- The lead inspector spoke with a local authority officer, remotely.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, art and design, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited sample lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the curriculum, visited lessons and reviewed pupils' work in a wide range of other subjects, including English, science, PSHE, computing and geography.
- Inspectors visited the early years provision.
- Inspectors attended an assembly and observed breaktimes and lunchtimes.
- To review 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 met formally with groups of pupils to talk about the quality of education and other aspects of school life. They also spoke with staff and pupils informally.
- Inspectors met with the special educational needs coordinator and reviewed provision for pupils with SEND.
- Inspectors reviewed a wide range of documents. They looked at the school's website and published information about the school's provision. They reviewed the school's policies, self-evaluation and development plan.
- Inspectors considered the views of parents who completed Ofsted Parent View, including the free-text comments. They reviewed the responses to Ofsted's survey for school staff.

## **Inspection team**

Chris Davies, lead inspector

His Majesty's Inspector

Rebecca Jackson

Ofsted Inspector

Emma Tayler

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024