

Park Primary School

Address: Rutland Street, Colne, Lancashire, BB8 0QJ

Unique reference number (URN): 119172

Inspection report: 7 July 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

A carefully thought-through induction programme enables children in the early years to settle quickly into life at Park Primary School. Leaders and staff quickly develop a detailed knowledge of every child's needs. Relationships are prioritised from the start. Parents and carers appreciate the warm welcome and have confidence in leaders, who put children's best interests first.

Children in the early years quickly develop a love of learning. Leaders have designed a curriculum that is ambitious and engaging. Children's early communication and language skills are given the highest priority. Children are immersed in carefully chosen stories, songs, rhymes and books that contain new vocabulary. Staff are skilled at teaching phonics and engaging children in talk. They do this with expertise. As a result, children communicate confidently and articulately with staff and friends.

The classroom environment is rich with opportunities for children to develop their core knowledge, curiosity and independence. For example, in the woodwork area, children use real-life tools and materials to saw, build and create. Staff teach children how to use tools safely. This builds their skills and confidence.

Disadvantaged children and those with special educational needs and/or disabilities receive high-quality support to meet their needs. The school works in close partnership with parents to ensure that all children achieve their best. Children are more than ready to take on the challenges of Year 1.

Inclusion

Strong standard ●

Leaders have meticulously designed a whole-school approach to identifying and assessing barriers to pupils' learning. This starts from the moment children begin their transition into the Reception Year, where leaders waste no time in identifying needs. Every pupil has the best opportunity to thrive.

Leaders enlist the support of external professionals who work alongside staff to reduce barriers to pupils' learning. This is especially true for pupils with special educational needs and/or disabilities (SEND). Leaders secure specialist support without unnecessary delay. Staff benefit from this expertise and use it very well to support pupils' learning. 'The Lodge' provides a nurturing and highly tailored environment for some pupils who require more personalised help. Many pupils benefit from speech and language support. This makes a particular difference to the children in the early years, who confidently overcome barriers to their communication. Over time, pupils with SEND make secure progress from their starting points. Pupils and their parents and carers speak highly of this support.

Leaders make astute decisions about the use of additional funding for disadvantaged pupils. They prioritise academic and pastoral support. Leaders' actions ensure that disadvantaged pupils participate in all that the school has to offer, including breakfast provision, residential visits and extra-curricular clubs.

Leaders' commitment to developing the whole child sits at the heart of the programme to foster pupils' personal development. Leaders have carefully considered their community when designing the 'Park' themes. For example, 'park explorers', alongside the 'Colne in bloom' initiative, teaches pupils about sustainability. These initiatives foster pupils' pride in their local community and develop their love for the great outdoors. The cultural capital journey outlines unique experiences and a range of residential visits across key stage 2. The 'great Lancashire debate', 'tough mudder' and the 'money mentor programme' all contribute well to broadening pupils' horizons and preparing them for life beyond primary school.

Leaders have considered the knowledge that pupils need to become responsible global citizens. Pupils have a secure understanding of fundamental British values. Key stage 2 pupils' knowledge of the rule of law is deepened through visits to Colne town council. Pupils' leadership skills are developed through opportunities such as the Pupil Parliament, Colne Junior Council and the various ambassador roles. Pupils gain a deep knowledge of, and respect for, the differences that exist between themselves and others within a diverse society.

The personal, social, health and economic education programme teaches pupils how to stay safe online and in the community. For example, the pop-up swimming pool on the school grounds has significantly increased the proportion of pupils who can confidently swim 25 metres. This has strengthened pupils' understanding of water safety and survival skills. Pupils also know how to adopt healthy lifestyles, and they understand how to avoid the signs of unhealthy relationships.

The school acts as a safe haven for many pupils and their families, including those with special educational needs and/or disabilities. Staff support pupils when life feels difficult. The pastoral team provides wellbeing support for pupils and their families, helping them navigate challenging circumstances. Leaders ensure that disadvantaged pupils can engage fully in the enrichment offer. As a result, participation in clubs is high. For example, many pupils attended a fully funded visit to Buxton, ensuring they could access experiences that might otherwise be beyond their reach.

Expected standard

Achievement

Expected standard

On the whole, pupils recall prior learning and make connections across different subjects. They use appropriate subject-specific vocabulary to discuss their learning. For example, in art and design, pupils describe techniques such as tone and media, including acrylic, watercolour and graphite.

Published data shows that pupils' attainment by the end of Year 6 is broadly in line with national averages, including for disadvantaged pupils. However, pupils move in and out of the school. This means that this information does not fully reflect the impact of the

curriculum on pupils' achievement. Nevertheless, pupils are generally well prepared for the next stage of education. Pupils with special educational needs and/or disabilities make secure progress through the curriculum.

A small number of pupils in key stage 2 have gaps in their knowledge. This is most evident in times tables and writing. At times, these gaps reduce pupils' confidence in lessons and limit the progress they can make through the curriculum.

Attendance and behaviour

Expected standard 

Leaders have established a calm, orderly environment. Pupils understand what is expected of them in terms of their behaviour. Staff apply the behaviour policy consistently well. Pupils enter classrooms calmly and settle quickly to purposeful learning activities. Pupils, including children in the early years, demonstrate positive attitudes to learning.

'Adam's Champions' lead by example at playtimes and lunchtimes. They teach pupils that every action has a consequence. As a result, pupils know that bullying and discrimination are not tolerated. On the rare occasion that bullying happens, leaders deal with it swiftly. This helps pupils feel safe and secure.

Leaders view attendance as everybody's responsibility. It is a high priority. Consequently, leaders closely monitor pupils' attendance. They support parents and carers proactively. Personalised approaches help overcome pupils' barriers to attendance. As a result, attendance rates are close to national averages. The proportion of pupils who are persistently absent is above the national average. However, over time, this figure is reducing because of leaders' successful actions.

Curriculum and teaching

Expected standard 

Leaders have further refined and strengthened the subject curriculums across the school. As a result, these curriculums are well organised and support staff in teaching essential knowledge and skills in a coherent and logical order. Leaders place communication, language, phonics and reading at the heart of the school's curriculum. Well-matched reading books and suitable teaching strategies help pupils to develop their reading skills. Pupils with special educational needs and/or disabilities receive focused and additional teaching so they can keep up with the phonics curriculum.

Leaders prioritise high-quality training for staff. They ensure that subject leaders are confident specialists within their curriculum areas and that they use this knowledge to develop the expertise of the whole staff team.

On the whole, staff teach key knowledge clearly and use careful checks of what pupils know to spot when they may need more practice or support. In key stage 1, teachers teach handwriting, spelling and punctuation to a high standard. However, this teaching is less secure across key stage 2. At times, errors in the same basic skills are not addressed swiftly by teachers. Similarly, on occasion, across Years 3 to 6, teachers' choice of activities does not fully support pupils to learn what is set out in the curriculum.

Park Primary School is an anchor within its community. Leaders, including governors, foster deep relationships with local organisations. For example, the youth club and food bank support pupils and their families during holiday periods. Leaders are unequivocal in their ambition that every pupil should become the best versions of themselves. This ambition sits at the heart of their decision-making and ensures that pupils' best interests remain the priority. Leaders are committed to improving pupils' experiences, including for pupils with special educational needs and/or disabilities and disadvantaged pupils.

Staff benefit from an extensive programme of training within and beyond the school. As a result, they develop the knowledge and expertise needed to fulfil their roles effectively. Leaders work closely with the local authority and other schools to learn from and share best practice. Staff value these opportunities and feel respected by leaders. School leaders consider staff's workload carefully and introduce change at a manageable pace. They also build secure and trusting relationships with parents and carers, who typically describe the school as a special place.

Governors are committed to continuous improvement. They know the school well and ensure that statutory duties are met. As a result, governors have a clear understanding of the school's strengths and priorities for improvement. They use this information well to support and challenge leaders.

What it's like to be a pupil at this school

Pupils at this school feel safe and welcome because leaders ensure that everyone is included and able to express their thoughts and feelings. As a result, pupils attend school regularly and on time. Rosie, the school dog, supports pupils who struggle to attend school. Leaders and staff have deep knowledge of each pupil's unique needs and life experiences. Many pupils at this school are disadvantaged or have special educational needs and/or disabilities. Meeting pupils' individual needs is a priority. For example, the 'grab and go' breakfast, prepared by parents and carers each morning, ensures that pupils are fuelled and ready for the day of learning ahead.

Leaders strive to reduce barriers to pupils' wellbeing and achievement. They work closely with parents to ensure that every pupil has the best opportunity of 'reaching higher than we dreamed'. Carefully tailored support helps pupils access the curriculum. Pupils love learning. Classrooms are exciting places where pupils are supported to learn independently and collaboratively. Pupils achieve well and most leave Year 6 well prepared for their next stage of education.

The 'Park themes' run like a golden thread from the early years to Year 6, placing the school at the heart of its community. Pupils demonstrate kindness through visits to a local care home and by supporting the local food bank. Pupils also learn to appreciate difference. The 'building bridges' initiative enables them to connect with peers from different backgrounds. Pupils speak proudly about the 'peace walk', which symbolised unity between different faiths, cultures and communities.

These experiences help create a harmonious school community where pupils flourish. In classrooms and during social times, behaviour is thoughtful and respectful. Pupils understand leaders' high expectations and meet them. As a result, bullying and unkind behaviour are rare. When concerns arise, leaders respond effectively and ensure pupils receive the support they need.

Next steps

- Leaders should ensure that teachers in key stage 2 consistently design activities that enable pupils to learn the content of the curriculum.
 - Leaders should ensure that teachers consistently address gaps in pupils' writing skills and knowledge of times tables so that pupils can achieve well across all areas of the curriculum.
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About this inspection

The chair of the board of governors in this school is Jill Greenwood.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including governors, during the inspection. The lead inspector spoke with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently does not make use of alternative provision.

Headteacher: Sarah Midgley

Lead inspector:

Elliot Costas-Walker, His Majesty's Inspector

Team inspectors:

Steven Rooney, Ofsted Inspector

Mark Ward, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

327

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

49.24%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.50%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.23%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	47%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	74%	Below
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	72%	Below
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	54%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	73%	Close to average
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	86%	73%	Above
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (final)	46%	47%	Close to average
2023/24 (final)	63%	46%	Above
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	62%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	48%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	70%	58%	Close to average
2022/23 (final)	45%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	80%	59%	Above
2022/23 (final)	55%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	68%	-17 pp
2024/25 (final)	46%	69%	-23 pp
2023/24 (final)	63%	67%	-4 pp
2022/23 (final)	41%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	73%	80%	-6 pp
2022/23 (final)	48%	78%	-30 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (final)	58%	78%	-21 pp
2023/24 (final)	70%	78%	-8 pp
2022/23 (final)	45%	77%	-33 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	65%	81%	-15 pp
2023/24 (final)	80%	79%	1 pp
2022/23 (final)	55%	79%	-24 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.0%	5.2%	Above
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.4%	13.0%	Above
2023/24 (3 term)	19.0%	14.6%	Above
2022/23 (3 term)	15.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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