

Inspection of Euxton Primrose Hill Primary School

Primrose Hill Road, Euxton, Chorley, Lancashire PR7 6BA

Inspection dates: 18 and 19 June 2024

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

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding 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 2011.

What is it like to attend this school?

Pupils flourish at this warm and welcoming school. They easily live up to the school's values of courage, ambition for all, respect and excellence. Pupils' behaviour is exceptional during lessons and breaktimes. They are extremely caring towards everyone in the school community. For example, older pupils, in their roles as buddies, support younger children to settle quickly when they start at the school.

The school is highly ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils readily rise to the challenges that the school sets for them, both academically and in their wider development. Pupils complete Year 6 with the knowledge, social skills and maturity needed to be well prepared for life at secondary school. They achieve exceptionally well.

Many pupils eagerly assume positions of responsibility, and they make valuable contributions to school life. For example, digital leaders were the first to master new technology equipment, and they then taught other pupils how to use it successfully.

Pupils are happy at school. They participate in a wealth of additional opportunities to broaden their experiences and talents. Clubs and activities include brass band, eco club, chess tournaments, sports teams and art club. Staff consider the different needs and interests of pupils when designing extra-curricular activities so that all pupils can be fully involved in the wider life of the school.

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

The school has constructed a broad and highly ambitious curriculum that defines clearly what pupils should learn from the Reception Year until the end of Year 6. Pupils progress tremendously well through the curriculum. They are extremely well prepared for the next stage of their learning.

Teachers have benefited from high-quality training which has enhanced their delivery of the curriculum. They explain concepts clearly and they skilfully make connections between subjects to strengthen pupils' understanding. Teachers regularly check to identify whether pupils have any missing knowledge. Pupils are swiftly provided with the support that they need to address any gaps in their learning. Pupils find their lessons interesting, and they recall their learning with considerable ease.

Pupils with SEND are identified quickly and accurately. Staff are furnished with the information that they need to make effective adaptations to the delivery of the curriculum. This ensures that pupils with SEND learn extremely well alongside their peers. Equally, staff are passionate about supporting pupils with SEND to build their social skills and wider interests. These pupils benefit fully from all that the school has to offer.

Staff deliver phonics sessions expertly across the early years and key stage 1. Staff build pupils' reading knowledge successfully with books that closely match the sounds that they know and understand. Staff provide highly effective extra support for those pupils who find reading more difficult. As a result, pupils read fluently and accurately by the end of Year 2.

Pupils' love of language and reading extends throughout the curriculum. In the early years, children enjoy building their repertoire of rhymes, stories and new words. As pupils progress through the school, they relish reading carefully selected texts that help to build their understanding of the world. Pupils value their library and the wealth of books that they can access around the school.

Pupils' behaviour across the school is exemplary. Pupils are polite, caring and thoughtful. This begins in the early years, where pupils happily encourage each other to excel in their activities. The majority of pupils have high rates of attendance, and they are eager to learn.

The school treasures the achievements and positive actions of all pupils. These accolades are celebrated regularly, and pupils are immensely proud of the rewards that they receive.

The school has designed a comprehensive programme of personal development. Pupils learn a vast amount about different cultures and communities, and they are deeply respectful of the differences between people. Pupils are taught important knowledge about how to keep themselves safe and healthy.

Governors have considerable expertise, and they use this to provide effective support and challenge for the school. Regardless of its high standards, the school is not complacent. For example, the school regularly reviews and updates subject curriculums based on the most recent educational research.

Despite the ongoing high expectations, staff feel well supported with their well-being. Staff said that leaders' careful consideration of the school calendar helps them to manage their workload successfully.

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 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	119309
Local authority	Lancashire
Inspection number	10294312
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	421
Appropriate authority	The governing body
Chair of governing body	Sarah Mitchell
Headteacher	Claire Jones
Website	www.primrosehillschool.org.uk
Dates of previous inspection	17 and 18 November 2011, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has more than doubled in size. The building was extended to accommodate the additional pupils. The expansion was completed in 2021.
- A new headteacher and a new chair of governors have been appointed since the last inspection.
- Leaders do not make use of alternative provision.

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 received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils’ work.
- Inspectors observed pupils reading to a trusted adult.
- Inspectors spoke to pupils about their experiences of school and their views about behaviour and bullying. They also observed pupils’ behaviour during lessons and at breaktimes.
- To evaluate the effectiveness of safeguarding, the 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 spoke with the headteacher, other senior leaders and members of staff.
- The lead inspector met with members of the local governing body, spoke with a school improvement partner and with a representative of the local authority.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors also considered the responses to Ofsted’s online surveys for staff.

Inspection team

Eleanor Overland, lead inspector	His Majesty’s Inspector
Rachael Alarcon	Ofsted Inspector
Lisa Whittaker	Ofsted Inspector

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