

Park Road Community Primary School

Address: Wroxham Road, WA5 3EF

Unique reference number (URN): 145387

Inspection report: 25 November 2025

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 ●

Attendance and behaviour

Strong standard ●

Pupils' attendance is high. Although persistent absence increased for some disadvantaged pupils last year, leaders have tackled this very effectively. As a result, there has been a rapid improvement in attendance for these pupils and a significant reduction in persistent absence.

Pupils' exemplary behaviour and attitudes to learning begin in the early years. Leaders have established clear expectations for behaviour. Staff apply these expectations consistently. On the rare occasion that a pupil behaves less well, staff use highly effective strategies to help them get back on track. These are almost never needed. Bullying is very rare. When it does happen, pupils rightly trust that adults will help them and deal with any incidents swiftly.

Leaders ensure that all pupils develop the tools that they need to manage their feelings and behaviour. Pupils take an active role in managing their own behaviour. Pupils see this as part of their responsibility. Older pupils act as superb role models for younger pupils. Together, pupils and staff create a calm, orderly atmosphere that helps everyone to focus on their learning.

Inclusion

Strong standard ●

Leaders carefully identify, assess and then provide high-quality support for pupils who are disadvantaged. They are acutely aware of the different barriers and challenges that pupils face. Leaders help staff to carefully shape support to reduce these barriers. Staff have impressive knowledge of pupils' individual needs. Staff use this knowledge to hone support that uniquely wraps around each pupil. Staff use their checks and assessments to make sure that this support impacts positively on pupils. Leaders carefully monitor the progress that pupils make. This leads to consistent, high-quality support that helps the most vulnerable pupils to flourish.

Pupil premium funding is used to focus on activities that have a significant positive impact on disadvantaged pupils. For example, leaders place a sharp focus on ensuring that staff have the expertise to adapt learning to meet pupils' exact needs. Staff use the support that leaders give them to hone the curriculum for particular pupils. This work is of a sustained high quality.

Leaders work closely with other professionals to draw wider expertise to the school. Staff use these relationships to further enhance their own expertise. This contributes significantly to the high quality of support, especially for pupils with more complex needs. Leaders are firm advocates for the most vulnerable pupils.

Leadership and governance

Strong standard ●

Those responsible for governance use their highly effective monitoring to clearly identify and prioritise actions. These actions are carefully tracked and lead to measurable impact.

Leaders and governors place inclusion at the heart of their work. This work has a significant positive impact and ensures that pupils are at the centre of their decision-making.

Those responsible for governance fulfil their statutory duties very well. They are thorough in building an accurate picture of the school. Governors actively check for themselves about the quality of the school's work. They visit the school and speak with pupils. Governors understand what it is like to be a pupil in this school. They use this information to guide and support leaders.

Leaders in the school and the trust take strategic decisions based on deep knowledge of the community that they serve. These decisions lead to the effective use of resources in the best interests of pupils. For example, the investment that the school and trust make in developing the expertise of staff is of particular note. Leaders have successfully built high levels of expertise across the staff team. All staff, including teachers who are at an earlier stage in their career, receive carefully planned professional learning. This guides teachers' practice very well.

Staff value leaders and hold them in high esteem. They appreciate the care and support that leaders provide for their wellbeing. Staff are just as proud to work at this school as pupils are to attend this school.

Personal development and well-being

Strong standard ●

Leaders have created a personal development and wellbeing programme that helps pupils to understand themselves and their place in the world in depth. Pupils are given the confidence to be curious and to discuss their ideas. From the early years, staff help children to develop positive relationships and social skills. Children show the utmost respect for others. They cooperate incredibly well with each other. Older pupils use their interactions with younger pupils to show them what positive relationships look like. Younger pupils aspire to the example that older pupils set for them.

Leaders use their detailed knowledge about pupils to shape the opportunities that pupils are given. Staff regularly enhance the curriculum to respond to important local and national issues. Pupils secure a deep understanding of these issues and the broader personal, social, health and economic curriculum. For example, pupils have detailed knowledge about how to keep themselves safe physically and mentally. Pupils deeply appreciate and understand different beliefs. This contributes very well to pupils' understanding of equality, discrimination and tolerance.

Leaders provide a wide-ranging extra-curricular offer to identify and nurture pupils' talents and interests. Pupils engage in sports competitions, creative performances and horticulture. Leaders significantly reduce barriers to ensure that pupils, particularly the most disadvantaged, access the school's wider offer. Leaders plan visits that are based on pupils' areas of interest and expose pupils to a range of career options. These opportunities ignite pupils' interests and aspirations.

Pupils have a deep understanding of the impact of their leadership roles. They take these roles very seriously. For example, the 'happiness heroes' inspire others and help to make the school a safe and happy place to be. Through these roles, pupils learn about making a

difference and the impact of their actions on others. This prepares pupils very well for their next steps in education.

Expected standard

Achievement

Expected standard 

Typically, pupils achieve well. This includes pupils who face barriers to their learning or are disadvantaged. Pupils' attainment in national tests is usually above national averages. Pupils with special educational needs and/or disabilities achieve well from their starting points. Across the curriculum, pupils secure the important knowledge that they need. Pupils remember important learning in history, for example. They share their detailed knowledge about The Blitz and explain the role that conflict played in Ancient Greece.

However, pupils with high prior attainment do not consistently secure the deeper knowledge that they need and are capable of understanding. While children in the early years achieve well overall, many would benefit from more complex tasks to challenge them and build on what they already know.

Curriculum and teaching

Expected standard 

Leaders have established a well-designed curriculum for pupils to study. The important knowledge that pupils need to acquire is clearly identified and sequenced. Staff have a sharp awareness of this knowledge. Pupils receive a consistently well-taught curriculum as a result. They benefit from a broad range of experiences that prepare them well for future learning.

Pupils secure essential knowledge in reading, writing and mathematics quickly. Pupils with special educational needs and/or disabilities receive carefully tailored support. Where necessary, staff precisely adjust their teaching and activities so that pupils catch up quickly. Disadvantaged pupils thrive with this support.

Leaders carefully check the impact of the curriculum on pupils. They know exactly what is working well and what could be developed further. Most aspects are working well. However, in English and mathematics, teachers do not check carefully enough what pupils can already do. Sometimes, pupils with secure knowledge repeat learning that they already know. In the early years, staff do not use their assessments of what children can already do to design and resource activities that help move children's learning forward.

Early years

Expected standard 

Typically, children receive a secure start across most areas of their learning. Leaders implement a curriculum that is well designed. Adult interactions help children to broaden their vocabulary. Staff read frequently with children. They take every opportunity to strengthen children's fluency and vocabulary. Children quickly secure the foundations of

early language and mathematics. Teachers provide well-considered activities that help children to recognise numbers and make simple calculations.

Leaders work closely with families to tailor support so that children's needs are identified and addressed from the very start of their education. Children who need it receive precise support that is bespoke to them.

Teachers help children to secure their phonics knowledge quickly. If children struggle, staff provide high-quality additional help. Any gaps close rapidly. Adults help children to learn new routines and manage their feelings well. As a result, children work well together and enjoy their learning. Overall, children receive a curriculum that helps them to be well prepared for Year 1 and beyond. However, sometimes, the tasks and resources that pupils are given are not challenging enough. When this is the case, the activities that pupils complete do not help them to deepen their knowledge sufficiently well.

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

Park Road Community Primary School is a community in which pupils thrive and families feel at home. Leaders have established an ambitious curriculum that pupils enjoy learning. Pupils achieve well and secure the important knowledge that they need for their future lives. Staff know each pupil in this school as an individual. The care that staff offer to pupils inspires other pupils to offer that same care to each other. Pupils know that they belong here.

When pupils face barriers to their learning, including pupils with special educational needs and/or disabilities, they receive precise support. Adults routinely provide expert help that is carefully shaped around pupils' individual needs. Any gaps in pupils' learning close rapidly. Pupils who are disadvantaged thrive in this school.

The extensive opportunities that pupils receive to develop their character are a golden thread at Park Road. Through their leadership roles, pupils make tangible contributions to their school. Leaders deliberately extend pupils' experiences well beyond the curriculum. This is tailored for pupils in this school so that every pupil has a rich range of opportunities. Pupils regularly host a community café for their local community. Some plan an annual flower show for the community. Often, pupils are inspired to take this community work further and make their own contributions, for example raising funds for a local food bank.

Pupils behave exceptionally well. From the earliest years, pupils learn the routines and behaviours that set them up for success in future life. Bullying is very rare. If it happens, it is dealt with quickly. Pupils are safe and happy in school. They are eager to attend, and attendance is high. One parent summed up the views of many, saying, 'Everything is centred around the children, their families and the wider community.'

Next steps

- Leaders should ensure that the assessments made of what children in the early years already know and can do are used to enhance and shape resources and activities that support children to deepen their learning.
 - Leaders should make sure that in English and mathematics, staff use their knowledge of what pupils can already do to design new learning that better supports pupils to achieve highly over time.
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About this inspection

This school is part of Omega Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Christian Wilcocks, and overseen by a board of trustees, chaired by Gavin Brown.

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 the CEO of the trust, the Director of Education for the trust, trustees, including the chair of trustees, governors, including the chair of the local governing board, and senior leaders in the school during the inspection.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection and has a new headteacher and deputy headteacher.

Headteacher: Kathryn Quigley

Lead inspector:

Jen Sloan, His Majesty's Inspector

Team inspectors:

Jane Dennis, His Majesty's Inspector

Emily Morris, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

School and pupil context

Total pupils

209

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

210

Below 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)

8.61%

Well below average

What does this mean?

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

National average: 26.3%

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

2.87%

Close to 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

4.31%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs 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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25	81%	62%	Above
2023/24	72%	61%	Above
2022/23	78%	60%	Above

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	83%	74%	Above
2024/25	91%	75%	Above
2023/24	75%	74%	Close to average
2022/23	84%	73%	Above

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	83%	72%	Above
2024/25	88%	72%	Above
2023/24	78%	72%	Close to average
2022/23	84%	71%	Above

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25	81%	74%	Close to average
2023/24	88%	73%	Above
2022/23	91%	73%	Above

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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

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	67%	62%	Close to average
2024/25	S	63%	S

Year	This school	National average	Compared with national average
2023/24	S	62%	S
2022/23	S	60%	S

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	56%	59%	Close to average
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

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	67%	80%	-13 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

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	56%	78%	-22 pp
2024/25	S	78%	S
2023/24	S	78%	S
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (1 term)	3.8%	5.1%	Below
2023/24	3.8%	5.5%	Below
2022/23	3.6%	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 (1 term)	11.1%	14.3%	Close to average
2023/24	2.8%	14.6%	Below
2022/23	2.1%	16.2%	Below

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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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