

# Inspection of Parbold Douglas Church of England Academy

Lancaster Lane, Parbold, Nr Wigan, Lancashire WN8 7HS

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Inspection dates: 21 and 22 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is John Coxhead. This school is part of the Parbold Douglas Church of England Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is a single-academy trust overseen by a board of trustees, chaired by Grant Carruthers.

Ofsted has not previously inspected Parbold Douglas Church of England Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Parbold Douglas Church of England Primary School to be outstanding, before it opened as Parbold Douglas Church of England Academy as a result of conversion to academy status.

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

Pupils at this school thrive in an environment where they feel happy. Relationships between adults and pupils are exceptionally strong. Pupils are supported to 'shine together' in all that they do. This inspires them to be the very best that they can be.

The school is determined for every pupil to succeed. Pupils are curious and committed learners. They have a thirst for knowledge. As a result, pupils, including those with special educational needs and/or disabilities (SEND), achieve highly across the curriculum. They are exceptionally well prepared for the next stage in their education.

Pupils behave remarkably well. In the Reception Year, children are taught to be kind and caring towards others. As pupils move through the school, they learn to be confident and articulate when expressing their thoughts and ideas. Pupils are enthused by 'star of the week' and 'golden broom' awards that they receive for their superb attitudes to school life.

Pupils' views and ideas are listened to and acted upon by the school. Pupils are proud of the impact their ideas make both in and out of school. They relish the responsibilities that they have. These include being members of the fitness and well-being, climate emergency and community teams. Older pupils create projects and campaigns to raise awareness of many charities and appeals. For example, they encourage others to limit their paper towel use and they donate winter coats to those who are less fortunate than themselves. Pupils make a highly tangible contribution to school and to the wider world.

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

Leadership at all levels is a strength of the school. Trustees, all of whom are governors, have worked closely with the school to establish a clear and strategic vision. Despite the school's many notable strengths, it continually seeks to further improve on the exceptional offer that it already provides.

The school ensures that pupils benefit from an extremely ambitious curriculum from the early years to Year 6. Much thought has gone into shaping the curriculum to engage and motivate pupils to learn more. The school has ensured that there is a precise focus on the important knowledge and vocabulary that pupils should learn in each subject.

The school ensures that pupils' additional needs do not become barriers to learning. Staff identify pupils with SEND quickly and accurately. They skilfully adapt the access to the curriculum for these pupils. As a result, pupils with SEND benefit from the same excellent curriculum as their peers.

Reading is at the heart of pupils' learning. They develop their love of reading from the beginning of the Reception Year. Staff spark children's interest and imagination

by sharing high-quality books. Older pupils learn to recite and perform a range of poems. The school has thought carefully about the books that are most suited to pupils at each stage of their reading journey. Older pupils spoke enthusiastically about the benefits of reading a wide range of books from different authors. They told inspectors that they enjoy sharing their reading, for example through online 'voice notes'. Pupils are keen to receive golden bookmarks from the school's reading champions each week. The bookmarks are in recognition of pupils' regular reading.

Well-trained staff expertly deliver the phonics programme with fidelity. They regularly check how well pupils are learning to read. Pupils who need extra support to keep up with the phonics programme receive additional sessions to help them to catch up quickly. Pupils read from books that closely match the sounds that they already know. This supports pupils to become confident and fluent readers in readiness for key stage 2.

Subject leaders use their substantial knowledge to develop teachers' practice and subject expertise. They provide staff with curriculum materials of an exceptional quality to support the delivery of the curriculum. This includes a range of technology that enhances pupils' learning. Staff are diligent in designing learning that gives pupils the knowledge that they need to excel.

Teachers ensure that pupils have mastered the foundations in their learning before moving on to more difficult concepts. Pupils have regular opportunities to revisit what they have already learned. This helps them to secure a deep body of knowledge across the curriculum. As a result, all pupils achieve exceptionally well.

Pupils' behaviour is impeccable. They demonstrate great care and support for each other. Children in the early years enjoy a stimulating learning environment. This helps them to be incredibly well focused on their learning. Across the school, pupils have high levels of engagement during lessons. They demonstrate admirable resilience if they find tasks difficult.

The school focuses unwaveringly on developing pupils into well-rounded young people. Pupils are exceptionally well supported to look after their own mental health and well-being. They experience a rich programme of extra-curricular activities. For example, they enjoy free-style frisbee, chess and clay-modelling clubs. Pupils have opportunities to learn other languages, including Mandarin and Spanish. These experiences help pupils to discover new talents and to nurture their interests.

Pupils understand the diverse nature of the world in which they live. They have a mature understanding of equity and equality. Pupils spoke knowledgeably about the importance of British values. They learn in an environment where there is respect for all.

Staff are incredibly proud to work at the school. They appreciate the careful consideration that the school gives to their workload and well-being, for example when decisions are made regarding policies and practice. This helps staff to focus their efforts where these are needed most.

## 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>	137127
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10242343
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Grant Carruthers
<b>Headteacher</b>	John Coxhead
<b>Website</b>	<a href="http://www.pda.lancs.sch.uk">www.pda.lancs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Parbold Douglas Church of England Academy converted to become an academy school in August 2011. When its predecessor school, Parbold Douglas Church of England Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Parbold Douglas Church of England Academy Trust.
- The school is part of the Diocese of Blackburn. The last section 48 inspection, for schools of a religious character, took place in November 2018. The next section 48 inspection is due to take place in 2025.
- The school does not make use of alternative provision for pupils.

## Information about this inspection

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

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

- This was the first routine inspection that the school has 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.
- Inspectors conducted deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with subject leaders and pupils about their learning in some other subjects.
- The lead inspector observed pupils from key stages 1 and 2 reading to a familiar adult.
- Inspectors spoke with the headteacher and other school leaders.
- The lead inspector spoke with members of the board of trustees, including the chair of trustees.
- The lead inspector also spoke with representatives of the local authority and of the diocese.
- Inspectors talked with staff and leaders about their workload and well-being.
- Inspectors met with the leaders responsible for attendance, behaviour, early years, the provision for pupils with SEND and pupils' personal development.
- 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 pupils about their wider experience of school. They looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Rebecca Jewitt, lead inspector

His Majesty's Inspector

Susan Ralph

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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