

Inspection of Newchurch-In-Pendle St Mary's Church of England Primary Academy

Spennock Road, Newchurch-in-Pendle, Burnley, Lancashire BB12 9JP

Inspection dates: 14–15 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school's Christian ethos is well embedded into all aspects of school life. Pupils love coming to school. They get to know each other well and build strong friendships. Staff have high expectations of pupils. There is a focus on developing pupils' life-long love of learning. Pupils take great pride in their work. Relationships between pupils and staff are strong. Teachers ensure that pupils have the resilience and determination to keep trying when they find things difficult.

Pupils and staff worked together to put in place a new behaviour policy. Pupils behave exceptionally well. They listen carefully to one another in lessons. They play well together during breaks. Pupils told inspectors that bullying and name-calling does not happen. This is evident in the records that leaders keep. Pupils said that teachers are fair.

Pupils enjoy taking on extra responsibilities. Many contribute to the school council. Pupils feel safe in school. They learn how to keep safe in the wider community outside school. Pupils are adamant that it is not safe to make friends online.

Pupils enjoy the many after-school sports and clubs. They like going on trips and visits that enhance the curriculum. Parents and carers speak highly of the dedication of the staff.

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

With support from an external consultant, the headteacher and subject leaders have planned the curriculum well. Together, they have considered the skills and knowledge that they want pupils to learn. They use what pupils already know to plan the next stages of learning. Pupils enjoy their lessons.

Through the multi-academy trust, teachers receive effective training to help them lead their subject areas. The headteacher and teachers work as a team to check the quality of work in pupils' books. Teachers make lessons interesting. Pupils' work is of a high standard. Pupils remember details of their learning both from this academic year and earlier. Their knowledge and skills in English, geography, science, music, art and design, and physical education (PE) are particularly strong. Pupils' written and mental arithmetic are strong. Staff are developing more opportunities for problem-solving. Leaders are providing additional training to develop teachers' confidence in subjects including computing and modern foreign languages.

The headteacher has placed reading as a top priority. Specialist training ensures that staff teach phonics well. As soon as children start in Reception, they start to learn letters and the sounds that they make. Teachers help parents to support their children's reading beyond school. All pupils achieved the expected standard in the Year 1 phonics screening check in 2019. This is the norm. Teachers ensure that pupils' reading books match the sounds that pupils have learned. Teachers quickly

identify if pupils start to struggle. Staff provide extra help when this is the case. Leaders ensure that pupils have a variety of books to choose from. Pupils develop a love of reading. They leave school as competent and enthusiastic readers.

The early years curriculum meets the needs and interests of the children. Topics and themes link well to different areas of learning. Staff encourage children to explore and ask questions. Children develop a sense of curiosity. They learn how to work confidently with minimum direction. Children enjoy counting and writing. Children develop their social and communication skills through a broad range of activities. In 2019, all children achieved a good level of development by the end of their Reception Year.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum and achieve well. They receive high levels of support from well-trained staff, and when necessary from external agencies.

Pupils' conduct is exemplary. They are extremely polite, respectful and caring of one another. Pupils told inspectors that bullying 'does not happen here' and that 'We are all friends.' Pupils work really well together in class. They take great pride in their school and the important role they play in contributing to the local community. Attendance rates are consistently higher than those seen nationally.

Pupils have an excellent understanding of other cultures and religions. They develop skills to become active citizens. For example, pupils raise funds for several national charities. 'Prayer warriors' have recently been praying for those living in Iraq and Australia. Pupils enjoy learning new sports. They have a strong understanding of how to keep healthy. Older pupils have aspirations for careers in acting, teaching and as an astronaut.

Governors and trustees know the school well. They are ambitious for the school to improve further. Governors are knowledgeable about the achievement of pupils. A member of the governing body has recently been appointed to focus on teachers' workload and well-being. This work is at an early stage of development. The multi-academy trust has recently instigated one-to-one termly counselling sessions to support staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made safeguarding a priority. Staff have received appropriate support to help them carry out their duties. Staff, including those employed through agencies, are vigilant and alert to signs of abuse and neglect. Leaders work with external agencies to safeguard pupils. Vulnerable pupils and their families receive timely and appropriate levels of support.

Pupils know who to go to if they are worried about anything. Teachers provide training for pupils on keeping safe when using technology. Staff organise visits from professionals, such as the police, to highlight keeping safe in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The headteacher and subject leaders have successfully implemented a new curriculum where each subject is taught discretely. Leaders should ensure that foundation subject leaders and teachers receive support to embed the recent changes they have made to the curriculum. They need to ensure that all foundation subjects are taught to the same high standard as geography, science, music, art and design, and PE.
- Governors know the staff well through regular visits to the school. Governors are at an early stage in planning a structured approach to monitoring the views of staff in relation to their workload and well-being. Governors need to agree a mechanism to gather the views of staff.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144474
Local authority	Lancashire
Inspection number	10122146
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	Board of trustees
Chair of governing body	Dr Ruth White
Headteacher	Mrs Pauline Nightingale
Website	www.stmarysnewchurch.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Mary's opened as an academy in May 2017. It is part of The Cidari Trust.
- The school is much smaller than the average school.
- Nearly all pupils are White British.
- Children in early years are taught with pupils in key stage 1. Pupils in key stage 2 are taught together.
- Very few pupils are eligible for the pupil premium.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The last section 48 inspection was on 24 May 2018.

Information about this inspection

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

- We considered the school's curriculum. We scrutinised the school's approach to the teaching of phonics, early reading, mathematics, science and history. We met

with the leaders of these subjects. We viewed examples of pupils' work, visited lessons and spoke to teachers and pupils.

- We met with the headteacher, teachers and five members of the governing body, including the chair of the governing body.
- We scrutinised the school's single central safeguarding record. We spoke to staff about their training and their understanding of safeguarding. We examined documentation in relation to safer recruitment.
- We visited lessons in both classes.
- We met with the chief executive officer of the multi-academy trust.
- We considered the responses to Parent View, Ofsted's online questionnaire, and the free-text responses.
- We spoke to parents before and during the school day.
- We spoke to staff about their workload and well-being.
- We listened to pupils read and spoke to them about behaviour and attitudes.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

David Woodhouse

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020