

Inspection of a good school: St Mary's CofE Primary School

Buckingham Road, Cadishead, Manchester, Lancashire M44 5HG

Inspection dates:

30 November and 1 December 2021

Outcome

St Mary's CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school. They appreciate the care and support that staff give to them. Leaders have high expectations of all pupils. They ensure that pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils have the right support to help them with their learning.

Pupils listen carefully to their teachers and try their best. They know that help is on hand from staff if they find their learning tricky. Pupils describe their lessons as 'fun and enjoyable'. They are proud to share examples of their successful work in a variety of subjects.

Anti-bullying ambassadors and play leaders work with staff to make sure that the playground is alive with purposeful play. Pupils feel safe. They know that staff will deal with any bullying swiftly. Pupils are polite and welcoming. They behave well in lessons and around school. As a result, the school is a calm place in which to learn.

Pupils take part in a wide range of clubs, including running, dodgeball and dance. They gain new skills and experiences from the visits leaders provide, which include trips to the zoo and the theatre. The curriculum helps pupils understand how to keep healthy and how to make and keep friendships.

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

Leaders have built an ambitious curriculum. It is planned so that pupils extend their vocabulary in each subject. Leaders have ensured that pupils' learning builds on their prior knowledge and understanding in well-ordered steps as they move through the school. Leaders have made sure that the knowledge children gain in the early years provides secure foundations for their future learning. Staff in all classes support pupils' learning effectively. This enables pupils to achieve well.

Teachers know what pupils in their classes need to learn and understand. However, at times, pupils do not have enough opportunity to revisit their previous learning so that new knowledge is fully secure. In geography, for example, pupils have learned important facts from the planned curriculum. However, they struggle to recall or use these facts in their later learning.

Leaders make sure that pupils learn phonics in a well-ordered manner. This begins when children start in the early years. Teachers develop children's early reading through nursery rhymes and songs, which provide a repetition of sounds and words. Any pupils who are at risk of falling behind in their phonics learning are identified early. For these pupils, additional and effective support is provided by staff. By the end of key stage 1, most pupils can read well.

Teachers provide lots of opportunities for pupils to read or to listen to stories. This improves their knowledge and understanding of vocabulary. In key stage 2, leaders ensure that pupils develop their comprehension skills in logical steps. As a result, pupils' understanding of the texts that they read is improving over time. Older pupils read fluently with expression, intonation and a real sense of understanding.

Teachers make checks on how well pupils learn. In most subjects, these checks are effective in helping to identify which pupils need more help or guidance. In some subjects, teachers' checks identify the learning that pupils have forgotten. As a result, they change their planning to help pupils deepen their understanding.

Leaders are skilled at identifying the specific needs of pupils with SEND. Staff are well trained in the support they give these pupils. They ensure that pupils with SEND can enjoy the same learning as other pupils.

Children in the early years quickly adopt the clear routines to help them work and play safely and purposefully. Pupils across the rest of the school behave well. They listen carefully in class and are well behaved around school. They concentrate on their learning. Pupils are keen to do their best.

Pupils enjoy the many opportunities available to them, including swimming, cycle training and a wide range of after-school clubs. Leaders have developed a children's university experience to raise pupils' aspirations. Pupils strive to gain awards for attending clubs. They enjoy the variety of sports available at lunchtimes. Pupils are taught to keep themselves safe and healthy. They have a good understanding of different faiths. Pupils understand fairness and know that everyone is equal, regardless of any differences.

Staff talked positively about the strong and supportive relationships that exist in the school. They know that leaders will consider their workload when new initiatives are being introduced. They said that they are proud to work at the school.

Governors know the school well. They work productively with leaders to understand how well the curriculum is helping pupils to know more and remember more.

Parents and carers speak positively about the support provided to their children and families. They know that their concerns will be listened to and they value the school's response.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors take their safeguarding responsibilities seriously. They have ensured that staff are well trained to protect pupils from harm and danger. Leaders have developed a very effective safeguarding team in school. Staff have positive relationships with families. This helps leaders to ensure that families get the support they need. Pupils know that they can seek support from the school's pastoral team.

Record-keeping is detailed. Staff know the school's procedures for safeguarding pupils and recording concerns.

Pupils learn how to keep themselves and others safe. A large number of pupils are trained to help out at break times. They help the adults to keep pupils safe at lunchtime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have found that pupils cannot recall some facts as swiftly as they could prior to the COVID-19 pandemic. In some subjects, pupils do not have enough opportunity to revisit and embed their learning. As a result, pupils are sometimes not able to apply previously learned knowledge and understanding successfully to current learning. Leaders should ensure that staff provide opportunities for pupils to strengthen their knowledge and understanding, and develop swifter recall of important learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection to be a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2016.

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.

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	105936
Local authority	Salford
Inspection number	10199719
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair of governing body	Alan Langdon
Headteacher	Jo McGarry
Website	www.st-marys-cadishead.salford.sch.uk
Date of previous inspection	26 and 27 April 2016, under section 5 of the Education Act 2005

Information about this school

- This school is a Church of England school. Its last section 48 inspection took place in January 2016.
- A new chair of governors has been appointed since the last inspection.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector spoke with the headteacher, the assistant headteachers, the pastoral leader and the special educational needs coordinator. He also spoke with a group of governors, including the chair of governors. The inspector also spoke with a representative from the local authority.
- The inspector looked at a range of documents, including the school's central record of checks undertaken on staff and visitors, and safeguarding records.

- The inspector carried out deep dives in early reading, mathematics and geography. He talked with curriculum leaders of these subject areas. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector also observed pupils reading to their class teacher.
- The inspector observed pupils' behaviour in class and as they moved around school. He also observed the pupils' behaviour at lunchtime.
- The inspector spoke with a group of pupils about their experiences at school.
- The inspector looked at the responses to Parent View, Ofsted's online survey, including the free-text responses. He also met with parents before school to find out their views of the school. The inspector also considered the responses to Ofsted's staff questionnaire. There were no responses to Ofsted's pupil questionnaire.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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