

# Inspection of Primrose Hill Primary School and Children's Centre

Phoebe Street, Ordsall, Salford, Greater Manchester M5 3PJ

---

Inspection dates: 4 and 5 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Early Years provision	<b>Good</b>
-----------------------	-------------

Previous inspection grade	Requires improvement
---------------------------	----------------------

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

Pupils are very proud of their school. They take pride in their work. This is evident in the high quality of pupils' artwork and their thoughtful and imaginative stories and poems. Pupils achieve highly in most subjects because teachers expect them to do so. Pupils told inspectors that learning at Primrose Hill is fun.

Pupils respond well to the high expectations that staff have of their behaviour. They are well mannered, considerate and enjoy learning. Pupils said that they feel safe at school. Should bullying ever happen, pupils know that it will be dealt with effectively by staff.

Pupils understand and celebrate cultural diversity. Many opportunities are available for them to demonstrate that they are caring and active citizens. For example, pupils share their views at school parliament meetings. Ambassadors welcome new pupils into the school. Members of the play committee organise a range of events.

Pupils in Year 6 enjoy their annual residential in Wales, where they hone their teamwork and leadership skills. Leaders ensure that pupils can develop their talents and pursue their interests in different areas of sport, art and music.

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

Leaders have created a broad and logically ordered curriculum which engages pupils and children in the early years. Subject leaders and teachers benefit from specialist training which ensures that the curriculum is delivered well and in the order that leaders intend. As a result, in most subjects, pupils, including those with special educational needs and/or disabilities (SEND), remember their learning well. Pupils deepen their knowledge and understanding as they progress through the school.

Leaders have considered what they want pupils to learn, which they describe as 'nuggets of knowledge'. In most subjects, teachers check how well pupils are learning these important aspects of the curriculum. However, in a small number of subjects, teachers' checks on pupils' learning are not fully developed. In these subjects, teachers do not have a clear enough understanding of where there may be gaps in pupils' knowledge and skills.

Reading takes centre stage in the curriculum. Pupils who spoke with the lead inspector talked enthusiastically about their favourite authors and styles of writing. Pupils learn how to read fluently and with understanding. The books that teachers give pupils to read are closely matched to pupils' reading knowledge. Support is available for any pupils who find reading difficult. This helps to develop pupils' confidence in reading.

Leaders work closely with parents, carers and various specialists to ensure that the needs of pupils with SEND are identified accurately. Caring staff provide carefully tailored support to make sure that these pupils can access the curriculum and make progress alongside their peers.

Pupils are well behaved. They follow rules closely, which helps to create a calm and purposeful school environment. Lessons are rarely disrupted by poor behaviour. Staff have high expectations of children in the early years. As a result, children learn to play cooperatively. Typically, children behave well during story time and enjoy joining in with songs and rhymes.

Leaders provide a wide range of clubs and activities to enhance pupils' personal and social development. Pupils are especially keen on coding and playing football and dodgeball. They improve their physical fitness on the 'trim trail' and understand the importance of healthy eating. Leaders strive to widen pupils' aspirations. As part of a careers project, pupils met with engineers, medical professionals and politicians to learn about their work.

Pupils learn the importance of caring for others. They raise money for children's charities and cancer research. They like to provide services to the community. For example, pupils send Christmas and Easter cards to residents in local care homes.

Parents describe the school as being an inviting and safe place for their children. Staff share parents' positive view of the school. Staff said that leaders are mindful of their workload and mental health.

Governors hold leaders to account. Through regular checks, governors know which areas of the curriculum are strongest and which need further development. They make sure that training and support are available to staff. This helps staff to implement the curriculum effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors ensure that staff know how to spot signs of potential neglect and abuse. Staff are familiar with government guidelines on keeping pupils safe in school. They know exactly what to do if they are concerned about the welfare of a pupil.

Safeguarding leaders work with a range of specialist partners to make sure that pupils get additional support if it is needed.

Pupils learn about safe and unsafe situations through different aspects of the curriculum. For example, they are aware of the potential dangers of using mobile technology and browsing the internet.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Effective checks on pupils' knowledge of the curriculum are not in place for a minority of subjects. As a result, in these subjects, teachers' understanding of how well pupils are learning is not as good as it should be. Leaders should ensure that assessment procedures are fully implemented across the curriculum. This will help teachers to understand how well pupils are acquiring essential knowledge and to address any gaps that pupils may have in their learning.

## 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

<b>Unique reference number</b>	129466
<b>Local authority</b>	Salford
<b>Inspection number</b>	10226175
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	451
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Dobson
<b>Headteacher</b>	Lee Ashton
<b>Website</b>	<a href="http://www.primrosehillprimary.co.uk">www.primrosehillprimary.co.uk</a>
<b>Date of previous inspection</b>	21 and 22 June 2018, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new chair of the governing body has been appointed.
- Leaders do not make use of alternative provision.

## Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and deputy headteacher. They also held meetings with other leaders, including those responsible for the early years, pupils' personal and social development, and special educational needs. The lead inspector held a meeting with four governors, including the chair of the governing body. The lead inspector held a telephone conversation with a representative of the local authority.

- Inspectors carried out deep dives into these subjects: early reading, mathematics, computing, art and design and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects. Inspectors also spoke with staff about their workload and well-being.
- Inspectors spoke with parents to gather their views about the school. They considered the responses to Ofsted Parent View as well as free-text comments from parents. Inspectors reviewed responses from staff and pupils to Ofsted surveys.
- Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy. Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. They also talked with pupils about their safety and welfare.

### Inspection team

Lenford White, lead inspector	Ofsted Inspector
Julie Brown	Ofsted Inspector
Lisa Hesmondhalgh	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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022