

Inspection of Beech Hill Community Primary School

Netherby Road, Beech Hill, Wigan, Lancashire WN6 7PT

Inspection dates: 4 and 5 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils told inspectors that they love their school. They feel happy and safe. Pupils form close bonds with their peers and with staff in this tightly knit community school.

Pupils are very respectful to each other and to the adults that care for them. They appreciate the school's extensive grounds, including outdoor play areas, fields and woodlands.

Pupils recognise the harm that discriminatory behaviour or name-calling can cause. They told inspectors that all people should be treated equally no matter who they are or where they are from. Pupils are confident that should bullying happen, staff will deal with it promptly.

Pupils understand, and value, cultural diversity. They visit different places of worship and learn about fundamental British values, including the rule of law. Pupils also learn about human rights and children's rights. They put democratic principles into practice as school council members.

Staff expect pupils to behave well and achieve highly. Pupils respond well to these expectations. Pupils conduct themselves sensibly in class, during assemblies and at lunchtimes. Most pupils, and children in the early years, achieve well in different areas of the curriculum. Pupils with special educational needs and/or disabilities (SEND) also learn well.

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

Leaders and governors have created an ambitious and lively curriculum which meets pupils' needs and broadens their experience. The curriculum equips pupils, including children in the early years, with the skills and knowledge that they need for the next phase of their learning.

Leaders are proud of the strong partnerships that exist with parents and carers. Leaders' and staff's strong knowledge of pupils' personal, social and educational needs is a key ingredient of the school's success.

In most subjects, the curriculum is logically ordered and implemented well by teachers. This helps to deepen pupils' knowledge and understanding in a range of subjects. However, at times, some teachers do not follow the agreed curriculum carefully enough. They do not present learning in an order that helps pupils to build on what they already know. This hinders pupils' progress.

Pupils, and children in the Reception class, benefit from a well-organised and structured phonics programme. Although recently introduced, the phonics programme is having a positive impact. Key stage 1 pupils are developing their knowledge of letters and sounds quickly. They are also developing their fluency in reading. The one-to-one support

available for pupils who find reading difficult is helping them to catch up to their peers rapidly. Children in the Nursery class enjoy learning new words and sounding out the letters in their names.

Older pupils enjoy reading comedy and poetry books. Some of those who met with the lead inspector recited several verses from different poems. However, some pupils do not read as confidently as they should. This is because they do not get enough opportunity to practise reading across other curriculum subjects. Nor do they sample a range of different book types to spark their desire to read for pleasure or to enhance their curriculum knowledge.

Pupils conduct themselves sensibly in class. As a result, learning is rarely disrupted by poor behaviour. Children in the early years also behave well. They listen carefully to staff and help to maintain an orderly learning environment.

The school has a large, and increasing, proportion of pupils with SEND. However, leaders are quick to identify pupils who need additional support. Staff are trained well, and are knowledgeable about the wide range of special needs that pupils have. Staff provide pupils with SEND with the support they need to access learning. Leaders work closely with a wide range of specialists, and parents, to make sure that these pupils' academic and social needs are met.

Pupils, and children in the early years, benefit from a comprehensive and imaginative personal development curriculum. Pupils develop their skills playing different brass instruments. They also develop their talents in various sports, including football, dodgeball and handball. Older pupils demonstrate that they are responsible and conscientious in their sports, science and computer leadership roles. Leaders have high aspirations for pupils. Many pupils have visited universities and colleges and have participated in entrepreneurial projects. Pupils enjoy visits to museums, concert theatres and castles. These activities add to pupils' interest, engagement and enjoyment of school.

Staff, including those new to teaching, are appreciative of the advice and mentoring that they get from senior leaders. They told inspectors that leaders are mindful of their mental health and do not burden them with unnecessary work.

Governors work closely with leaders and staff to continually improve the school. Parents describe the school as a community hub. Parents regularly catch up with staff at the 'magic' breakfast club, which they attend with their children and with past pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant in adhering to the school's safeguarding policies and procedures.

Staff are trained well. They know how to spot potential signs of neglect and abuse and know precisely what to do if they are concerned about a pupil. Safeguarding leaders regularly update staff on safeguarding matters. Leaders also ensure that staff are familiar with the government's latest guidelines on keeping pupils safe in education. Leaders work with external specialists for advice when necessary.

Pupils learn about safe and healthy relationships, and how to use the internet safely, through different aspects of the curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils have a limited understanding of the work of different authors and different types of books. In addition, they do not have enough chance to enjoy books that are linked to the curriculum topics that they study. This hinders some pupils from building fluency and confidence when reading. Leaders should ensure that pupils experience a broad range of reading texts across a range of subjects to help promote pupils' desire to read often, for pleasure and to gain knowledge.
- In some subjects, the curriculum is not implemented in the manner that leaders intend. This hinders pupils from building up their knowledge in a well-ordered and logical way. Leaders should make sure that across all subjects, teachers have the skills and expertise to deliver the agreed curriculum.

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](#)' 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	106399
Local authority	Wigan
Inspection number	10226327
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair of governing body	Jim Waterworth
Headteacher	Michelle McCarthy
Website	www.beechill.wigan.sch.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of alternative provision for a small number of pupils.

Information about this inspection

Inspectors carried out this graded 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 the deputy headteacher. Inspectors also held meetings with other leaders, including those responsible for SEND, the early years, attendance and pupils' behaviour, welfare and personal development.
- The lead inspector met with two governors. The lead inspector held a telephone conversation with a representative from the local authority. He also held a telephone conversation with the school's improvement partner.

- Inspectors carried out deep dives into these subjects: early reading, mathematics, music, art and design and geography. 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 met with pupils to discuss their learning in some other subjects. Inspectors spoke with staff about their workload and well-being.
- Inspectors met with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. The lead inspector reviewed the responses to Ofsted's staff and pupil surveys.
- Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. Inspectors talked with pupils about their safety and welfare. Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy.

Inspection team

Lenford White, lead inspector	Ofsted Inspector
Ian Young	Ofsted Inspector
Sarah Price	Ofsted Inspector

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