

# Inspection of a good school: Bolshaw Primary School

Cross Road, Heald Green, Cheadle, Cheshire SK8 3LW

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Inspection dates:

18 and 19 October 2022

## **Outcome**

Bolshaw Primary School continues to be a good school.

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

Pupils, and children in the early years, are happy and safe. They enjoy coming to school. During social times, pupils play together harmoniously. Pupils said that there is very little falling out. They told inspectors that leaders will quickly resolve any issues that occur, including bullying. Pupils explained that leaders expect them to behave well at all times.

Pupils explained the importance of being polite and friendly. They explained how on a daily basis they live out the school's values of honesty, empathy, aspiration, respect and teamwork. Pupils show respect for one another and for the wider school community.

Pupils enjoy taking on leadership responsibilities. For example, pupils who are mathematics ambassadors plan clubs and create newsletters. Well-thought-out enrichment activities, such as residential trips, help pupils to grow in confidence. The school's outdoor learning curriculum has a positive impact on developing pupils' resilience and cooperation skills.

Pupils have high aspirations for their own learning. This is because of the high expectations that all staff have of what pupils can achieve. Overall, pupils learn well. Children in the early years are well prepared for the demands of Year 1.

Most parents and carers are positive about the care and support that their children receive. Parents explained that pupils benefit from a strong sense of community. Inspectors found that every pupil is respected and valued for their individuality.

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

Leaders have designed an ambitious curriculum for pupils, including pupils with special educational needs and/or disabilities (SEND). Children in the early years also benefit from a well-designed curriculum. Leaders strive to ensure that pupils, and children in the early years, achieve well. They are successful in making this happen.

Leaders have thought carefully about the concepts, skills and understanding that they want pupils to learn in each subject. They regularly check that all subject curriculums identify the key knowledge that pupils must know. This includes subjects across the wider curriculum, for example history and geography. Leaders have ensured that the curriculum is carefully ordered. For example, the mathematics curriculum is constructed in a logical way to ensure pupils build effectively on earlier learning.

Teachers use checks to identify where pupils may have gaps in their learning. Teachers use these checks to build an accurate picture of what pupils already know.

Leaders provide staff with training to develop their expertise in how to deliver the curriculum. That said, on occasions, subject leaders do not identify where teachers have gaps in their subject knowledge. As a result, some teachers are not as confident and effective in delivering learning in a few subjects.

Leaders prioritise reading. From when children start in the Reception Year, they successfully learn phonics. Adults support children's language development using rhymes, stories and songs. Adults skilfully model the use of vocabulary for younger children and pupils. The books that pupils read match the sounds that they know. Staff use their phonics training well to check pupils' phonics knowledge. Leaders ensure that those pupils who fall behind with their reading receive the timely support that they need to catch up quickly.

There is a calm environment in the school. Disruption to learning is rare. Pupils enjoy their learning. They talked knowledgeably with inspectors about what they have studied. For example, in mathematics, pupils discussed how their prior learning supported them with more complex division problems. In the early years, children benefit from well-designed activities which fully engage them in their learning. As a result, children in the Reception Year get off to a flying start.

Leaders work closely with parents to identify any pupils with SEND. These pupils receive well-thought-out support from staff. This matches their individual needs. Leaders regularly check that teachers are successfully adapting the delivery of the curriculum to support these pupils. Pupils with SEND build a secure foundation of knowledge across the curriculum.

Pupils' wider personal development is a strength. Pupils develop an understanding of keeping healthy. The school council and ambassador roles allow pupils to take on responsibilities. Pupils also develop their interests through activities such as chess club, knitting, yoga and sports clubs. Well-designed opportunities to learn about other cultures and religions help pupils to respect others' differences. Pupils talk about these with maturity, for example, when discussing their recent work on Hinduism. Pupils are well prepared for life in modern Britain.

Governors have a secure understanding of their roles, including their statutory duties. They support and hold leaders to account for the quality of education that pupils receive. Leaders are mindful of teachers' workload. Staff know that decisions are taken in the best interests of pupils.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in this school. Staff benefit from appropriate and regular safeguarding training. This ensures that they are alert to any potential safeguarding concerns. Senior leaders and other staff work effectively to support vulnerable pupils and their families.

Pupils spoke confidently about how to stay safe. They said that there are adults in school that they would talk with if they were worried or upset. Staff teach pupils how to keep themselves safe, for example when online.

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

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

- Some staff have not received subject-specific training in some areas of the curriculum. This means that in a small number of subjects, teachers lack some expertise in the delivery of the curriculum. Leaders should ensure that staff have the necessary subject-specific knowledge to deliver the full curriculum effectively.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we the school to be good in February 2013.

## 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

<b>Unique reference number</b>	106029
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10240902
<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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Gleaves
<b>Headteacher</b>	Lynda Brown
<b>Website</b>	<a href="http://www.bolshaw.stockport.sch.uk">www.bolshaw.stockport.sch.uk</a>
<b>Date of previous inspection</b>	18 July 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not use alternative providers.

## 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 leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, senior leaders, staff and pupils. The inspector also met with governors, including the acting chair of the governing body, and the local authority school improvement partner.
- The inspector listened to pupils read to a known adult.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector reviewed the school's safeguarding documentation, including the records of safeguarding checks carried out on staff working at the school. He considered how well leaders act on concerns about pupils' safety and welfare. He also spoke to pupils, parents, staff and governors about safeguarding practices.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View, including the free-text responses. He also took into consideration the responses to Ofsted's survey for staff and pupils.

### **Inspection team**

Simon Hunter, lead inspector

Ofsted Inspector

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