

# Inspection of St Mary's Roman Catholic Primary School, Clayton-le-Moors

Devonshire Drive, Clayton-le-Moors, Accrington, Lancashire BB5 5RJ

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Inspection dates: 7 and 8 March 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils said that staff look after and care for them well. This helps pupils to feel happy and safe in school. They are keen to support their teachers and are excited to share ideas about their learning.

Pupils do their best each day to exceed leaders' high expectations of their behaviour. Pupils are polite and courteous to staff and their peers. They behave in a calm and gentle manner. Pupils have a mature understanding of what it means to be a great friend. They truly care about each other and they openly discuss similarities and differences and how they make each and every person special. They play exceptionally well together, happy to take part in group games.

There are rarely disputes between pupils. However, pupils explained to inspectors that disagreements are 'part of life'. They are confident that staff will help them to sort out any problems that they have. Leaders deal quickly and effectively with any incidents of bullying.

Children in the Reception Year through to pupils in Year 6, including those with special educational needs and/or disabilities (SEND), enjoy learning. They are proud of their school and the high-quality work that they produce.

Pupils learn about global and local issues. They are prepared well to be responsible citizens and keen to make a difference. For example, pupils are especially proud of their eco-classroom, made out of waste plastic. They feel that this project will inspire other schools to try something similar and help prevent more pollution of the oceans.

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

Leaders have designed an ambitious and broad curriculum which engages all pupils, including those with SEND. In most subjects, leaders have thought carefully about the building blocks of knowledge that they want pupils to learn and remember. In these subjects, pupils progress well through the curriculum. However, in a few subjects, leaders are not as clear about how pupils' learning builds logically over time. On occasion, this hinders teachers in checking that pupils have remembered the most useful knowledge for future learning.

Leaders have ensured that subject leaders are equipped well to support teachers to deliver curriculums with confidence. Teachers have a strong knowledge of the subjects that they teach. They use their expertise to design learning well and provide clear explanations for pupils. For the most part, teachers use assessment strategies well to check that pupils' earlier learning is secure. When needed, staff adapt their teaching to address pupils' misconceptions. As a result, pupils achieve well across the curriculum.

Leaders are determined that every pupil will become a confident and fluent reader. To this end, teachers receive relevant and regular training to ensure that they are highly skilled in the teaching of phonics. Staff select books for pupils to read in school, and to take home, which are carefully matched to the sounds they are learning in lessons. Children begin learning to read as soon as they join the school in the Reception Year. Leaders have ensured that there is a clear structure and order for the teaching of phonics. This enables pupils to learn how to decode words, develop fluency in reading and deepen their comprehension.

Leaders make sure that staff quickly identify those pupils who struggle to read. Mostly, these pupils receive appropriate support to help them to catch up. Teachers read to pupils regularly from a wide range of high-quality books and stories. They share their enthusiasm for books with pupils.

Leaders ensure that pupils with SEND are identified quickly by staff and receive the support that they need to learn well. Leaders work closely with external agencies to ensure that the support for pupils with SEND remains appropriate. Pupils with SEND are prepared well for the challenges of secondary school.

Pupils respect their teachers and each other. Leaders have established clear routines and expectations. From the Reception class to Year 6, children and pupils work together well and helpfully question each other. Pupils attend school regularly. Learning is seldom disrupted by poor behaviour.

Leaders prioritise pupils' wider development. Pupils learn how to keep themselves healthy and safe. Leaders provide pupils with opportunities to learn about different religions and cultures.

Staff are proud to work at the school. They said that leaders truly care about them and are considerate of their workload and well-being. Governors know the school well. They provide appropriate support and challenge for leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive appropriate and up-to-date training. Staff understand that safeguarding is everyone's responsibility. This means that staff are well equipped to identify the signs that could indicate a possible safeguarding concern.

Staff know the systems for reporting and recording any safeguarding concerns and leaders take action swiftly in response to those concerns, including involving other agencies when needed.

Pupils learn about how to stay safe. For example, the school council's work on e-safety, has resulted in refinements to the school's systems for keeping pupils safe online.

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

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

- In a small number of subjects, leaders are less clear about how pupils' knowledge of concepts build progressively over time. This hinders some teachers in checking on whether pupils have learned and remembered the most important knowledge for subsequent learning. Leaders should ensure that teachers are clear about the learning that will be most useful to pupils. This will help staff to ensure that pupils have a solid foundation of knowledge on which they can build.

## 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>	119659
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10242012
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Perkins
<b>Headteacher</b>	Michael Mashiter
<b>Website</b>	<a href="http://www.st-marys-clayton-le-moors.lancs.sch.uk/">www.st-marys-clayton-le-moors.lancs.sch.uk/</a>
<b>Date of previous inspection</b>	20 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary-aided Catholic school and is part of the Diocese of Salford. Its most recent section 48 inspection took place in May 2015.
- Leaders do not make use of alternative provision.
- The headteacher has been appointed since the previous inspection.

## Information about this inspection

The 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 met with the headteacher, senior leaders and members of staff. The lead inspector met with five members of the governing body, including the chair

of governors. She also met with representatives of the diocese and the local authority.

- Inspectors conducted deep dives into early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector observed pupils read with a familiar adult. Inspectors also considered curriculums in other subjects.
- Inspectors observed behaviour as pupils moved around the school, in class, in the outdoor play area and in the dining hall.
- Inspectors met with those responsible for governance, leaders, staff, pupils and students to evaluate the culture of safeguarding in the school. Inspectors checked on leaders' safeguarding procedures, including recruitment checks made on new staff.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, leaders' behaviour and attendance records and minutes of meetings held by those responsible for governance.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via Ofsted's free-text facility. There were no responses to Ofsted's online questionnaire for staff and pupils.

### **Inspection team**

Kathy Nichol, lead inspector

Ofsted Inspector

Saeeda Ishaq

Ofsted Inspector

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