

Inspection of Milnrow Parish Church of England Primary School

St James Street, Milnrow, Rochdale, Lancashire OL16 3JT

Inspection dates: 2 and 3 March 2023

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 are eager to learn at this nurturing school. They described it as a kind and caring place, where they are safe and make friends easily. Pupils said that everyone comes to school with a smile.

Staff have high expectations for the behaviour and learning of all pupils. This includes pupils with special educational needs and/or disabilities (SEND) and children in the early years. Pupils are motivated to try their best. They are eager for rewards, such as team points or a place at the 'top table' during Friday lunchtime.

Pupils know that staff treat them fairly. Leaders and staff deal with any incidents of bullying or name-calling swiftly. Pupils have an age-appropriate understanding of equality and diversity. They feel fortunate to learn about these important topics, which help them to understand themselves and others. Pupils said that it is good to be different.

Pupils contribute well to the school and the wider community. They enjoy raising money for charities and collecting food for people who are less fortunate than themselves. Pupils enjoy a variety of trips, for example to museums and music festivals. They go to the local church regularly.

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

Leaders have made sure that the curriculum is broad, balanced and ambitious for all pupils. Leaders have thought carefully about the knowledge that pupils should learn, and the order in which this should happen.

Teachers deliver the curriculum well. They have detailed subject knowledge and use this to select the most appropriate activities to teach new information. Teachers adapt their teaching if pupils struggle. This helps them to keep up. Pupils, including children in the early years, achieve well.

Generally, teachers check pupils' understanding and address misconceptions as they arise. However, they are not as persistent in checking that pupils have understood new learning before they move on to new ideas or subject content. As a result, pupils develop some gaps in their knowledge. On occasions, they do not recall learning as well as they should.

Leaders make sure that pupils with SEND are identified early. These pupils get additional help quickly. Leaders support staff to ensure that they can adapt the delivery of the curriculum to provide for these pupils' needs. They work closely with specialists and with parents and carers to make sure that pupils with SEND get the most out of their time in school.

Leaders have made sure that reading is a priority in the school. Pupils develop a love of reading. Each week, parents share books with their children in class. In the early years, staff provide a language-rich environment with plentiful opportunities to develop children's communication and language skills. Children relish listening to stories. They develop their imagination skills while they enact them out together.

Leaders have strengthened the way that reading is taught. Children learn phonics from the beginning of the Reception class. Pupils learn to read with accuracy. The books that staff give pupils to practise reading are closely matched to the sounds that they know. Pupils who need extra support are given this as soon as possible. Leaders ensure that staff have the expertise to teach reading well.

All areas of the school are calm and purposeful. Children in the early years settle into school life quickly. They have a strong sense of belonging and feel secure. Pupils behave well. They follow instructions from their teachers straight away and there is very little low-level disruption. Most pupils attend school regularly. However, there is a small minority of pupils with attendance levels lower than they should be. Leaders have implemented effective strategies, which are having a clear and positive impact for these pupils.

Leaders support pupils' wider development well. Pupils have opportunities to take on leadership roles. For example, there are several school councils that they can join. Members of these councils deliver assemblies to teach other pupils about a range of topics, including well-being and online safety. Pupils look forward to residential trips and enjoy attending art, chess and sports clubs. Visitors to the school help to broaden pupils' experiences. For example, pupils benefit from meeting different artists, authors and religious leaders. This prepares them well for life in modern Britain.

The governing body is proactive. Governors have the necessary skills to support and challenge leaders to further improve pupils' achievement. Governors understand and fulfil their statutory duties well. Governors and leaders care about the well-being and morale of staff. They are mindful of staff's workload and have taken steps to reduce this.

Safeguarding

The arrangements for safeguarding are effective.

Governors, leaders and staff understand that safeguarding is everybody's responsibility. The systems to keep pupils safe are secure. Leaders provide a comprehensive range of training, which equips staff with the knowledge and skills to safeguard pupils from harm. Leaders work closely with families and with external professionals to ensure that vulnerable pupils get the support that they need.

Leaders have included safeguarding in the curriculum. This helps pupils to learn about keeping themselves safe. For example, they know the steps to take if they have concerns while using social media. Pupils understand how to look after their

physical and mental health. They can access support from a mental health team that visits the school weekly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not give pupils enough time to embed new concepts before moving on to new learning. This means that some pupils develop gaps in their knowledge. Leaders should ensure that teachers enable pupils to learn and remember all the essential knowledge that they should.

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	105823
Local authority	Rochdale
Inspection number	10256068
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Irene Davidson
Headteacher	Lindsey Kirkham
Website	www.milnrowparishce.rochdale.sch.uk
Date of previous inspection	11 January 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision.
- The school is a voluntary-aided Church of England school. The most recent section 48 inspection was completed in March 2018.

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 this into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders and visited a sample of lessons. They spoke with teachers and some

pupils. Inspectors looked at samples of pupils' work. Inspectors also reviewed other subjects across the curriculum.

- The lead inspector observed adults reading with some pupils from Years 1 to 3.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes, and as they moved around the school. Inspectors scrutinised records of pupils' behaviour.
- Inspectors spoke with groups of pupils about their experiences at school. They spoke with staff about their workload and well-being.
- Inspectors met with the headteacher and other leaders of the school. The lead inspector met with governors. He also met with representatives of the local authority and had a telephone call with a representative of the diocese.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They scrutinised documentation, including the single central record. Inspectors discussed safeguarding with governors, leaders and staff.
- Inspectors took account of the responses to Ofsted's online survey for staff. There were no responses to Ofsted's pupil survey to consider.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses.

Inspection team

David Lobodzinski, lead inspector

Ofsted Inspector

Kate Bowker

His Majesty's Inspector

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