

Inspection of St Mary's Catholic Primary Voluntary Academy (Brigg)

Grammar School Road, Brigg, Lincolnshire DN20 8BB

Inspection dates: 28 and 29 March 2023

Overall effectiveness	Good
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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?

St. Mary's Catholic Primary Voluntary Academy is a warm and welcoming school. Pupils, parents and staff are proud to be part of the school community. Positive relationships are at the heart of the school's approach to education. Pupils are polite and understand the importance of respect.

Pupils feel happy and safe in school. Bullying rarely happens and, if it does, pupils know an adult will sort it out quickly.

Leaders have a clear vision for the school. They understand the school's strengths and areas for improvement. Leaders are ambitious for what all pupils can achieve, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve well at this school.

Leaders give pupils a wide range of experiences to help them develop, both academically and personally. Pupils get the opportunity to develop their confidence and resilience through different leadership positions, such as play leaders, chaplaincy leaders and the school council. Some pupils need to be better prepared for life in modern Britain. Although they know the importance of tolerance and respect, they have limited knowledge of people from other backgrounds.

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

Leaders are developing an ambitious and challenging curriculum. In most subjects, leaders have identified the important knowledge that they want pupils to know and remember. Leaders make sure that new content connects to what pupils already know.

In most areas of the curriculum, teachers use assessment well to check on what pupils have learned. However, in some subjects, curriculum thinking is not as well developed. Leaders still need to identify the most important knowledge that pupils need to know and remember in these areas of the curriculum.

Pupils with SEND have their needs identified early. This allows teachers to meet these needs, so that they achieve well in school. Resources and adult support ensure that these pupils learn alongside their peers and follow the same curriculum. Leaders check that the provision for all pupils with SEND is effective.

Leaders prioritise teaching pupils to read as soon as they start school. Staff use a consistent approach to teaching phonics. Pupils who need extra help with reading are identified quickly. Staff put extra support in place for pupils who need it. This helps these pupils to catch up with their peers. Many pupils become confident and fluent readers by the end of Year 2.

Pupils' love of reading is fostered well from the Reception class to Year 6. Younger pupils enjoy listening to familiar stories. Older pupils confidently discuss the books that they have read. Pupils are encouraged to read widely, write poetry and visit the local library.

Staff in the early years have created an environment that meets children's needs. The relationships between adults and children are strong. Children show positive attitudes towards their learning. The curriculum identifies the most important knowledge that children need to learn to be ready for the next stage of their education. Leaders recognise they want to develop opportunities for children to access more independent learning.

Children in the early years are taught the school's routines and expectations, which are built upon as they move up through the school years. Leaders have cultivated a positive climate that permeates all aspects of school life. Staff engage pupils in conversation and role model positive interactions. There is clear evidence of respect and consideration between staff and pupils. Lessons are hardly ever interrupted by low-level disruption. However, a small number of pupils can lose concentration during lessons and this is not picked up quickly enough by some teachers. Pupils' behaviour at social times is strong. Pupils across the school conduct themselves with maturity.

Leaders provide a range of activities to support pupils' well-being and their personal development. Many pupils attend the clubs that staff organise. These range from martial arts to 'Lego' club. Pupils are encouraged to take on responsibilities, such as being a play leader or a mental health ambassador. Pupils are proud of the contribution they make to the life of the school. However, some pupils have a limited understanding of world religions, fundamental British values and the protected characteristics.

Governors are highly committed to the school. Together with leaders, they are dedicated to ensuring that pupils receive a high-quality education. Staff are immensely proud of their school. They feel well supported by leaders, who are considerate of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in the school's safeguarding procedures. They provide updates when any new issues emerge. When staff raise a safeguarding concern, leaders take the right steps to involve other agencies, so that children and families receive the help that they need.

Leaders keep and maintain accurate records but not all relevant staff are sure where this information is kept. Governors support safeguarding arrangements effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not identify the most important knowledge that pupils need to know and remember. This means that pupils do not build a consistent depth of knowledge across all areas of the curriculum. Leaders need to ensure that they specify the most important knowledge that they want pupils to know and remember across all areas of the curriculum.
- Some pupils do not have a secure knowledge of world religions, fundamental British values or how certain characteristics are protected by law. This means that these pupils are not as well prepared for life in modern Britain as their peers. Leaders need to ensure that the personal development curriculum addresses any gaps in pupils' knowledge, so that pupils are prepared well for life after school.

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	138015
Local authority	North Lincolnshire
Inspection number	10228163
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	Board of trustees
Chair of trust	Nigel Stevenson
Headteacher	James Leech
Website	www.stmaryscatholicacademybrigg.org.uk
Date of previous inspection	11 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Nottingham. The predecessor school's previous section 48 inspection was carried out in June 2018.
- The school joined the Our Lady of Lourdes Catholic Multi-Academy Trust in August 2022.

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 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 carried out deep dives in early reading, history, physical education and mathematics. As part of the deep dives, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they had completed.

- Inspectors met with the special educational needs and/or disabilities coordinator, spoke to pupils with SEND, reviewed plans to support these pupils and visited lessons to see how pupils are supported to learn.
- Inspectors met with the designated safeguarding leads and reviewed a range of documentation, including safeguarding records and policies, to ensure that appropriate actions are being taken to keep children safe.
- Inspectors considered the views of pupils, parents and staff through Ofsted surveys, as well as additional communication from parents during the inspection.
- Inspectors scrutinised the school's records of bullying, reviewed the actions leaders take when bullying occurs and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions.
- Inspectors met with representatives from the multi-academy trust and the local governing body.
- Inspectors scrutinised records relating to attendance and pupil movement.

Inspection team

Stuart Voyce, lead inspector

His Majesty's Inspector

Steve Kernan

Ofsted Inspector

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