

Inspection of Parochial CofE Primary and Nursery School, Ashton-under- Lyne

Keppel Street, Ashton-under-Lyne, Lancashire OL6 6NN

Inspection dates: 13 and 14 June 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy coming to this school. Leaders have created a caring and respectful environment where everyone is treated fairly and equally. This helps pupils to feel safe and happy.

Pupils get along well together. If there is any occasional falling out or bullying, adults sort it out quickly and effectively.

Leaders set high expectations for all pupils' behaviour and learning. Pupils live up to these expectations. They wear their 'Parochial' badges with pride. These badges are awarded to all pupils who demonstrate good behaviours and attitudes, such as being polite, well-mannered and hard-working. Pupils, including those with special educational needs and/or disabilities (SEND), are eager to contribute to lessons. Pupils achieve well. Children in the early years settle quickly and follow the routines of the day.

Pupils enjoy showing off their talents at the school's talent show. This gives all pupils the opportunity to develop their skills and confidence.

Pupils like the range of leadership positions available to them, such as reading ambassadors, which includes reading weekly with the children in the early years. Leaders encourage pupils to attend the extra clubs that are on offer, such as gardening club, drama and multisports.

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

Leaders have ensured that all pupils, including those with SEND, access a broad and balanced curriculum. In the majority of subjects, leaders have carefully considered what they want pupils to know and remember over time. In these subjects, the knowledge that pupils are to be taught is clear. Consequently, pupils remember their learning and achieve well. That said, in a small number of subjects, leaders are unclear about what pupils should learn. They have not identified the most essential knowledge that should be taught. In these subjects, pupils' understanding is less secure.

Teachers use assessment strategies effectively to identify any common errors. They put in place timely support to help pupils learn the curriculum well. Typically, misconceptions are addressed promptly, and pupils can move on with their learning swiftly.

Leaders ensure that pupils with SEND are identified quickly and that they are well supported. Adaptations to learning are carefully thought through. This enables pupils with SEND to be fully integrated into the classroom and school life. As a result, pupils with SEND achieve well.

The teaching of reading is a priority. Leaders ensure that a love of reading starts in the Nursery class, with children enjoying stories and singing rhymes each day. In the Reception Year, children are taught about letters and sounds from their very first days at school. Staff teach phonics well because they have received the training that they need. Teachers make sure that reading books are well matched to the sounds that pupils know. Pupils practise reading regularly to become fluent readers. Leaders identify pupils who may be struggling to keep up. These pupils receive extra support to catch up. The well-stocked school libraries help pupils to develop a love of reading.

Leaders ensure that pupils learn how to behave. This begins as soon as children start in early years. Pupils' attitudes to learning are very positive. Pupils behave well because they know that it is the right thing to do.

Leaders prioritise pupils' wider development. Pupils learn to appreciate the unique differences between people, such as religion, race and gender. This helps pupils to develop an understanding of themselves, their local community and the world in which they live. Pupils recognise the importance of keeping their minds and bodies fit and healthy. They are taught about how to make good lifestyle choices.

Governors and trustees fulfil their roles well and know the school's strengths and areas for development. They support and challenge leaders effectively. Trustees prioritise time for leaders in the trust to work together and share their expertise. Leaders carefully consider the well-being of staff. Staff feel valued and supported. They enjoy their time working at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff understand how to identify and share any concerns that they have about the well-being of pupils. All staff receive regular training. They are knowledgeable about the risks that pupils may face. Leaders act quickly and effectively when they have concerns about pupils. They communicate well with parents, carers and other agencies when they need to.

Pupils learn how to keep themselves safe, including online. They know how to respond in situations where they feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not made the important knowledge that pupils need to learn clear enough. As a result, teachers do not know what the most essential learning for pupils is. This means that pupils' understanding in these subjects is not as secure as it is in others. Leaders should ensure that they identify the knowledge that they want pupils to know and remember.

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	146703
Local authority	Tameside
Inspection number	10268653
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	Board of trustees
Chair of trust	Peter Bond
Headteacher	Louise Thompson
Website	www.pceps.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Parochial CofE Primary and Nursery School converted to be an academy school in January 2019. When the school was last inspected by Ofsted in November 2017, it was judged to be good overall.
- This school is part of the Forward As One Church of England Multi-Academy Trust (MAT).
- This is a voluntary-aided school. The school's most recent section 48 inspection took place in March 2023.
- Leaders do not make use of any alternative providers.

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.

- The inspectors held meetings with the headteacher, the deputy headteacher and other senior leaders. The inspectors spoke with representatives of the governing board, trustees, and the chief executive officer of the MAT, the diocese and the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers and teaching assistants, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- To inspect safeguarding, the inspectors looked at the single central record and staff suitability checks. They met with the leaders responsible for safeguarding and sampled case studies and documentation. The inspectors met with pupils and spoke to pupils during breaktimes and lunchtimes. They also considered the responses to Ofsted's pupil survey.
- The inspectors spoke with some parents as they dropped their children off at school. They also reviewed the responses to Ofsted Parent View, including the free-text comments.
- The inspectors held meetings with members of staff and considered the responses to Ofsted's staff survey.

Inspection team

Kelly Butler, lead inspector	Ofsted Inspector
Peter Berry	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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