

# Inspection of Hudson Primary School

Moorhey Road, Maghull, Liverpool, Merseyside L31 5LE

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Inspection dates: 18 and 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</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 are full of smiles as they arrive at Hudson Primary School each morning. They are greeted warmly by kind and caring staff.

Positive relationships between staff and pupils are evident throughout the school. Pupils feel safe. They are confident that staff will listen to them if they have any worries. Leaders deal with any incidents of unkind words or behaviour, including bullying, promptly and effectively.

Most pupils, including children in early years and pupils with special educational needs and/or disabilities (SEND), achieve well. This is because leaders and staff have high expectations for the achievement and behaviour of every pupil.

Pupils listen carefully to adults' instructions. They are keen to contribute to discussions. Pupils are enthusiastic about receiving weekly awards for good behaviour and for being kind and respectful.

Pupils appreciate the range of opportunities on offer beyond the academic curriculum. For example, they go on residential visits and school trips. This allows them to gain an understanding of their local community and the wider world. Pupils thoroughly enjoy working in the school's woodland area, where their interests and imagination are nurtured effectively.

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

Leaders have designed an ambitious curriculum that meets the needs of most pupils, including pupils who attend the specially resourced provision for pupils with SEND (specially resourced provision). These pupils benefit from purposeful and appropriate programmes of study delivered by highly skilled staff. They thrive in this supportive environment. In addition, children who attend the provision for two-year-olds gain a secure foundation on which to build as they move into the Nursery class.

Leaders have recently revised the curriculum to ensure that it is well organised and enables children in the early years and pupils in key stages 1 and 2 to build up their knowledge logically and securely. However, in a small number of subjects, some pupils have gaps in their knowledge due to the previous curriculum. This sometimes makes it difficult for them to make connections between their existing knowledge and new learning.

Teachers deliver the curriculum well. Leaders ensure that staff receive relevant training so that their subject knowledge is secure. Teachers select appropriate activities to help pupils learn. Teachers use assessment strategies effectively to check that pupils remember key learning. Teachers use this information well to decide future learning.

Leaders prioritise reading across the school. They invest in high-quality and engaging books that pupils love to read. Pupils enjoy adults reading carefully chosen books to them at story times. Staff receive appropriate training so that they deliver the early reading programme effectively. As a result, children in the provision for two-year-olds develop their early language well, while children in the early years and pupils in key stage 1 gain a secure knowledge of phonics. Teachers make sure that the books that pupils read match the sounds that they are learning. However, a small number of pupils in key stage 2, who have not benefited from the new approach to teaching reading, have some gaps in their reading knowledge.

Pupils behave well in lessons. Low-level disruption is rare. Pupils, including children in early years, have positive attitudes to learning and work well together on tasks. However, some pupils do not attend school as often as they should. This means that they miss out on important learning.

Pupils' personal development is fostered well. They proudly told inspectors that they have learned first aid and that they take part in charity fundraising events. Pupils learn about the differences between people, for example different families and religions. They understand the importance of treating everyone with respect. Over time, pupils develop into caring and thoughtful citizens.

Governors use their expertise effectively. They assure themselves about the quality of education that pupils receive by questioning leaders well. Most staff are proud to work at the school. They appreciate the support that leaders provide for their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders place a high priority on safeguarding. Staff receive regular training and updates to make sure that they are aware of the different ways in which pupils, including pupils with SEND, may display signs of potential harm.

Staff know pupils very well and act quickly when they have any concerns regarding safeguarding. Leaders work with a variety of external partners to support vulnerable pupils and their families. They make sure that timely support is available for those who need it.

Across the curriculum, pupils learn how to keep themselves safe. For example, pupils learn about fire safety and how to stay safe online.

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

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

- Some pupils in key stage 2 have gaps in their reading knowledge. As a result, they do not read with confidence and fluency. Leaders should ensure that key stage 2 pupils receive the support that they need to catch up quickly.
- In a small number of subjects, some pupils have gaps in their knowledge due to weaknesses in the previous curriculum. This makes it difficult for them to make connections when they learn new content. Leaders should ensure that they identify the remaining gaps in pupils' knowledge and understanding so that pupils can successfully learn new knowledge and concepts.
- Some pupils are frequently absent from school. This means that they miss out on their learning. Leaders should ensure that they analyse attendance data more effectively and that they take swift and decisive action to tackle absenteeism so that pupils attend school regularly.

## 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>	104869
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10256048
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Daniel Garside
<b>Headteacher</b>	Nicola Craddock
<b>Website</b>	<a href="http://www.hudsonprimary.co.uk">www.hudsonprimary.co.uk</a>
<b>Date of previous inspection</b>	21 November 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- Leaders provide specially resourced provision for pupils with autism. This is a local authority commissioned provision for 37 pupils.
- There is provision for two-year-olds.

## 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 met with the headteacher and the senior leadership team. The lead inspector met with members of the governing body. The lead inspector also spoke with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, Spanish, English and science. For each deep dive, inspectors 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. Inspectors also listened to some pupils read to a familiar adult.
- Inspectors also spoke to pupils about their learning in some other areas of the curriculum and looked at samples of pupils' work.
- Inspectors talked with pupils in meetings and around the school at breaktimes and lunchtimes.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with some parents and carers during the inspection.
- Inspectors also reviewed the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- Inspectors looked at documentation provided by leaders, including minutes from meetings of the governing body, information about new pupils starting at the school and documentation relating to pupils' attendance and behaviour.
- Inspectors reviewed a range of documentation about safeguarding. They also spoke with staff and governors to understand how they keep pupils safe and reviewed leaders' records of checks undertaken on staff. Inspectors also spoke to pupils about whether they feel safe in school.

## Inspection team

Victoria Burnside, lead inspector	His Majesty's Inspector
Sally Aspinwall	Ofsted Inspector
Tim Sherriff	Ofsted Inspector

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