

Inspection of Euxton Church of England Voluntary Aided Primary School

Wigan Road, Euxton, Chorley, Lancashire PR7 6JW

Inspection dates: 17 and 18 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2011.

What is it like to attend this school?

Pupils are excited to come to school. They love the imaginative ways that staff bring learning to life. Pupils enjoy the calm and nurturing atmosphere. They are well cared for by staff. They feel safe to express their own opinions and views. All this makes them feel happy and safe. Pupils treat each other with kindness. Their conduct is exemplary.

The school sets high expectations for pupils' achievement. Staff skilfully develop pupils' knowledge so that pupils excel academically and expand their interests. They have ensured that they develop pupils' understanding of the wider locality and world.

There is an extensive range of activities in place to supplement the curriculum. The school makes the best use of the expertise in its community. For example, parents add their specialist skills to support pupils' learning, such as a journalist inspiring pupils to write and a specialist to develop pupils' knowledge of computers.

Pupils have a wide range of experiences to extend their learning, such as the numerous options that pupils have to develop their musical talents, including playing in a rock band.

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

The school has designed an exceptional curriculum that engages pupils' interests. The school clearly defines the key knowledge that it wants pupils to learn in each subject. This ensures that staff are crystal clear about what they need to teach. Staff check on pupils' learning with precision to ensure that there are no gaps in pupils' knowledge. As a result, pupils develop a detailed understanding of the topics they learn.

The school also identifies the needs of pupils with special educational needs and/or disabilities at an early stage in their education. Staff provide highly effective adaptations to teaching to enable these pupils to successfully access the same curriculum as their peers. As a result, they achieve well.

The school has implemented a new programme to further improve pupils' phonics knowledge. Staff deliver the programme exceptionally well across the early years and in key stage 1. Knowledgeable staff provide comprehensive support for pupils who find it hard to learn to read. As pupils progress through the curriculum, they read with increased fluency, expression and understanding.

Pupils' behaviour is impeccable. Their eagerness to learn means that lessons take place without interruption.

In the early years, the school has ensured consistency in the delivery of the curriculum. This is despite several staffing changes that have led to a new team of staff being established. Children behave well and have settled to routines quickly.

Staff have created a stimulating environment to support children's acquisition of language skills. The activities to develop children's knowledge are usually well thought out. However, some tasks do not encourage the depth of children's learning well enough. This is improving, but there is a little way to go to match the intensity of learning seen in the rest of the school.

Pupils have an excellent knowledge of other faiths and religions. They respect each other's opinions and value difference. They have a strong understanding of the principle of equality. They understand fundamental British values well. The school is highly responsive to pupils' needs. There is a very wide range of clubs on offer, such as a coding club and a mindfulness club. These are carefully tailored to meet pupils' needs. Staff also provide specialist support for pupils' mental health, where appropriate. Nothing is too much trouble for the dedicated staff at this school.

The school provides meaningful opportunities for parents to get involved with their child's education. For example, in the early years, the school offers sessions for parents to understand how the curriculum is delivered. Parents are also invited to meet their child's class teacher at the start of the year to develop links between school and home.

Governors perform their roles exceptionally well. They are active in ensuring that the school's values underpin the improvements to the curriculum. The school supports staff well. Staff appreciate the efforts that leaders take to consider their workload. As such, staff are on board with the direction for school improvement so that everyone is continually striving to make the school's provision even better.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119473
Local authority	Lancashire
Inspection number	10290061
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	210
Appropriate authority	The governing body
Chair of governing body	Ian Ball
Headteacher	Mairi Ash
Website	www.euxtonceprimary.co.uk
Dates of previous inspection	4 and 5 May 2011, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, almost all teaching staff and governors have changed. The school does not make use of alternative provision.
- This is a Church of England primary school. The last section 48 inspection, for schools of a religious character, took place in June 2023. Governors have appropriate arrangements with the diocese for the next inspection, which should take place in 2028.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that 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, the 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. The inspectors also spoke to leaders about the curriculum in other subjects and spoke with pupils about their work in these subjects.
- Inspectors spoke to subject leaders about the curriculum in science, art and design, geography, design technology, computing and physical education, as well as speaking with pupils about their work in these subjects.
- Inspectors also heard pupils read individually and as part of classroom activities.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors also considered the responses to the Ofsted surveys for staff and pupils.
- Inspectors observed pupils' behaviour during lessons, at breaktimes and around the school. They discussed behaviour and bullying with pupils, leaders and other staff.
- Inspectors spoke with pupils and leaders about the provision in place for pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Steve Bentham, lead inspector

His Majesty's Inspector

Katherine Muncaster

Ofsted Inspector

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