

# Inspection of St Elisabeth's Church of England Primary

St Elisabeths Way, Reddish, Stockport, Cheshire SK5 6BL

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Inspection dates: 27 and 28 February 2024

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of this school is Amanda Lancashire. This school is part of the Thrive Church of England Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Barrett, and overseen by a board of trustees, chaired by Paul Good.

## **What is it like to attend this school?**

Pupils are happy at this warm and caring school. They enjoy its nurturing environment. The school builds strong relationships with pupils, and it knows their families well. Pupils described the school as an 'extended family'.

Pupils behave well. They are polite and respectful. They learn about friendship, kindness and tolerance. Pupils get on well together and enjoy being with their friends. Pupils commented that staff encourage them to rebuild their relationships when they fall out with each other. They feel safe.

The school has raised its aspirations for pupils' learning across the curriculum. Pupils strive to meet these high expectations. They have positive attitudes towards their work, enjoy their learning and work hard in class. However, due to a weaker curriculum in the past, pupils do not have the secure prior knowledge to ensure that they learn well in some subjects. This is also true for some children in the early years.

Pupils, including those with special educational needs and/or disabilities (SEND), are proud of their leadership responsibilities. For example, in acting as school councillors, play leaders and eco-ambassadors, pupils make a positive contribution to their school.

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

The new leadership team has worked very successfully to bring about improvements at the school. This work has made a real difference to pupils' well-being and their enjoyment of school. It is also beginning to impact positively on their achievement.

The trust and members of the local governing body have supported the school well to bring about considerable improvement. They offer helpful and insightful support and challenge. Staff feel well supported. Despite the introduction of different ways of working, the school has considered staff's workload carefully.

The school has made sure that there is an ambitious curriculum in place from the early years through to Year 6. The curriculum identifies the important knowledge that pupils will learn. This means that teachers know what should be taught and when this should happen. This is helping some pupils to build their knowledge over time.

Due to weaknesses in the previous curriculum, some pupils have developed gaps in their learning. As a result, they do not have the knowledge that they need to make the most of the new subject curriculums. The school has ensured that teachers have been trained to identify these gaps and to help pupils secure their learning. For example, teachers are helping pupils to recap their prior learning in some subjects so that they remember their new knowledge in the longer term. However, this is not replicated in some other subjects. Pupils do not have enough opportunities to revisit

their earlier learning to make sure that their knowledge is secure before new learning is introduced.

The school has trained teaching staff to teach the new curriculums. However, staff new to the early years have not been suitably trained to teach the content of the revised curriculum. Some staff provide activities that do not help children to learn what they should. This means that children's success across the different areas of learning is uneven. As a result, some children are not sufficiently ready for their future learning in Year 1.

The school prioritises reading. Classrooms have well-resourced reading areas. Pupils enjoy reading, and they talk enthusiastically about their favourite books. Children in the Nursery class develop early language skills through reciting nursery rhymes and enjoying traditional tales. The phonics programme begins in the Reception class. Children learn to read by using the sounds that they know to read unfamiliar words from books. Across early years and key stage 1, staff check how well pupils are keeping up with the phonics programme. However, some pupils who struggle to read do not receive effective support to help them overcome their difficulties. These pupils do not catch up quickly enough. This hinders their fluency and confidence.

Pupils enjoy learning. They demonstrate positive behaviours in lessons because of high expectations and well-established routines. As a result, the school is calm and orderly. In the early years, children are polite and considerate of one another. They play and learn together confidently, both inside and outside the classroom. Pupils' attendance has improved. The school has effective systems to promote good attendance through the careful analysis of attendance information and strong support strategies. Pupils attend school more regularly than they did in the past.

The school has ensured that there are clear systems in place for identifying the individual needs of pupils with SEND. Teachers make thoughtful adaptations to their teaching to support these pupils. This helps them access the same curriculum as their classmates.

The school ensures that pupils' well-being and personal development are a priority. For example, pupils engage in initiatives like mental health week. Pupils have a good understanding of democracy and equality. They demonstrate respect for, and tolerance of, each other's differences. Pupils proudly spoke to inspectors about the different clubs that they can attend, particularly sporting activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, pupils have gaps in their knowledge due to weaknesses in the previous curriculum. This means that these pupils do not have a secure foundation on which to build when new learning is introduced. The school should ensure that pupils have the chance to revisit lost or forgotten learning to make sure that they can build on what they know and can do.
- In the early years, some teaching staff do not provide learning activities that support children to learn what is intended. This hinders children's achievement across different areas of learning. The school should ensure that staff in the early years are suitably trained to deliver the curriculum so that more children are ready for Year 1.
- The support that some pupils receive to help them keep pace with the phonics curriculum is not effective enough. This hampers pupils' reading success and confidence. The school should ensure that staff are suitably trained to help these pupils to catch up quickly and become accurate and fluent readers.

## 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

<b>Unique reference number</b>	147516
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10321462
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Paul Good
<b>CEO of the trust</b>	John Barrett
<b>Headteacher</b>	Amanda Lancashire (Head of School)
<b>Website</b>	<a href="http://www.st-elisabeths.stockport.sch.uk">www.st-elisabeths.stockport.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St Elisabeth's Church of England Primary School converted to become an academy school in November 2019. When its predecessor school, St Elisabeth's Church of England Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- St Elisabeth's Church of England Primary School is a member of the Thrive Church of England Academy Trust.
- The school does not make use of any alternative provision.
- The head of school was appointed in September 2023.
- The chair of the local governing body and several other governors have also been appointed in the past year.
- This school is part of the Diocese of Manchester. The last section 48 inspection of schools with a religious character took place in March 2017. The school is awaiting confirmation from the diocese about its next section 48 inspection.

## 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 spoke with the head of school and with other leaders and members of staff. They also spoke with members of the multi-academy trust, the CEO and the local governing body. They also spoke with a representative of the diocese.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors carried out deep dives in early reading, mathematics, history, science and music. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. They also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils at lunchtime and while they played outside at playtime and lunchtime.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with parents before school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils.

## Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Alex Farrow	Ofsted Inspector
Lindy Griffiths	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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