Inspection of a good school: Masefield Primary School

Masefield Road, Little Lever, Bolton, Lancashire BL3 1NG

Inspection dates: 11 and 12 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Andrew Done. This school is part of BASE Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lisa Whittaker, and is overseen by a board of trustees, chaired by Craig Graham.

What is it like to attend this school?

Pupils flourish at this happy and welcoming school. They are extremely well motivated to make the most of the wide range of opportunities on offer to them.

The school is highly ambitious for all pupils' academic achievement. Pupils achieve exceptionally well, despite their differing starting points. This is particularly true for pupils with special educational needs and/or disabilities (SEND). Pupils are proud of the impressive array of knowledge that they develop over time. They put this knowledge to effective use across the curriculum.

Children begin to develop confidence and resilience in the early years. As a result, pupils embrace new experiences without trepidation as they progress through the school. They know that staff will help them to overcome difficulties if they arise.

Pupils are keen to embrace the 'Masefield Way'. Their behaviour at breaktimes and as they move around the school is exemplary. Pupils focus well during lessons, rarely needing to be reminded by staff.

Pupils particularly enjoy accessing the school's outdoor areas where they learn a variety of bushcraft skills. They also learn how to grow produce and to look after the school's rabbits and chickens. At breaktimes, pupils value having time to read, play with friends, exercise, or engage in mindfulness activities.

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

The school has an exceptionally well-designed and ambitious curriculum. Pupils develop a remarkable range of knowledge that prepares them extremely well for their next stages of education.

The curriculum provides a high degree of clarity for teachers. They know what to focus on and the order in which learning needs to occur to ensure that pupils' knowledge is firmly embedded. This enables teachers to manage their workload effectively. It also helps them to focus on providing the consistently high standard of education that the school expects.

Teachers follow the school's agreed protocols for delivering the curriculum. They make sure that pupils fully understand their learning. Pupils expertly build on what they have learned previously. Teachers swiftly and skilfully deal with any misconceptions or gaps in knowledge that pupils may have.

Teachers demonstrate high levels of expertise in making sure that the differing needs of pupils are carefully considered and addressed. Staff are particularly adept at identifying and meeting the additional needs of pupils with SEND. This enables all pupils to achieve highly across the curriculum, particularly in reading.

The school's reading curriculum, including the phonics programme, is highly effective. It underpins and supports pupils' learning in all other subjects. Children in the early years begin to learn how books help them to answer their questions about the wider world. Pupils value the high-quality literature that the school provides. Teachers share a wide range of contemporary and well-known books with their pupils. This strengthens pupils' reading knowledge and broadens their reading repertoire. Pupils make effective use of books and other sources of written information to enhance their learning.

Children in the early years benefit from the many songs, stories and rhymes that their teachers share with them. In the Reception Year, children build up a secure understanding of the relationship between sounds and letters so they can begin to read words. The school makes sure that pupils regularly practise their reading knowledge with books that contain the sounds that they know. Pupils become highly proficient readers. They look forward to times when they can read for pleasure, including at breaktimes.

The school has high and clear expectations for behaviour and regular attendance. Most pupils attend well. The school provides effective support for pupils whose attendance is causing concern. Pupils respond well to the well-established routines and rewards in place. They demonstrate positive attitudes to their learning. This contributes well to their high levels of achievement.

The school's provision for pupils' wider development is exceptional. Pupils benefit from the carefully selected texts, resources and activities that the school provides. These help pupils to understand the modern and diverse society that they will encounter when they are older. Pupils demonstrate great maturity and sensitivity when talking about the differences between people. They learn to recognise when relationships may not be as

positive as they should be, including when they are online. Year 6 pupils feel well prepared for moving on to their chosen secondary school.

The trust and the local governing body are kept well informed about the work of the school. They provide highly effective strategic direction and check that agreed actions take place. Trustees and governors also ensure that staff feel listened to and fully supported in their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Masefield Primary School to be good in February 2012.

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	143031
Local authority	Bolton
Inspection number	10348338
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	260
Appropriate authority	Board of trustees
Chair of trust	Graig Graham
CEO of trust	Lisa Whittaker
Headteacher	Andrew Done
Website	www.masefield.bolton.sch.uk
Date of previous inspection	3 July 2019, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the time of the last inspection.
- The school is part of the BASE Academy Trust.
- The school does not make use of alternative provision for pupils.
- The school provides a before- and after-school provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation.

- The inspector spoke with the headteacher and other leaders in the school. She also spoke with members of the trust and the local governing body, including the chairs of both of these groups.
- The inspector spoke with the CEO.
- The inspector spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils from Years 1 to 3 reading to a familiar adult.
- The inspector carried out deep dives in early reading, science, and art and design. She spoke with the leaders of these areas of the curriculum. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- The inspector also spoke with pupils about their learning in other subjects.
- The inspector observed pupils' behaviour at breaktimes and lunchtimes and as they moved around the school.
- The inspector scrutinised leaders' records of pupils' behaviour.
- The inspector visited the school's breakfast club.
- The inspector spoke with groups of pupils about their experiences at school.
- The inspector spoke with parents and carers as they brought their children to school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. She also considered responses to Ofsted's online surveys for staff.
- There were no responses to Ofsted's online survey for pupils.

Inspection team

Claire Cropper, lead inspector	His Majesty's Inspector

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