Inspection of St Mary's Church of England Primary School, Hawkshaw

Bolton Road, Hawkshaw, St Mary's Ce Primary School, Bolton Road, Hawkshaw, Bury, Lancashire BL8 4JL

Inspection dates:	12 and 13 November 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Requires improvement**
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 February 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

There is a real togetherness that runs through St Mary's Church of England Primary School. The school's vision and values of love, joy, hope, friendship, trust and faith underpin much of the work that takes place. Staff have an unwavering commitment to ensure that all pupils, of all backgrounds, succeed both socially and academically.

The school sets high expectations for pupils' achievement, including for those with special educational needs and/or disabilities (SEND). However, the quality of some of the curriculum in the early years is variable. Pupils respond positively to their work and most achieve well in a range of subjects. Pupils are respectful, well-mannered, polite and courteous. They behave well in lessons and around school.

Pupils and their parents highly recommend this school. Pupils receive high-quality care which makes them feel very secure. They benefit from the fact that adults know them very well. If pupils have any worries, there are many adults who they go to for support. Pupils are extremely positive about their experiences at the school.

Pupils appreciate the many opportunities that the school provides for them. These include the talent show and a variety of responsible roles that they take up. These experiences help pupils to develop their talents and interests. Pupils enjoy the school's well-considered trips that enrich the curriculum, such as visits to museums and the local theatre.

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

The school prioritises the teaching of reading. High-quality texts are central to the school's curriculum. Inviting book areas are stocked with a diverse range of texts. Pupils spoke enthusiastically about their favourite books and authors. Staff follow the phonics programme consistently well. Pupils read from books that match their current phonics knowledge, which helps them to develop into confident readers. Most pupils learn to read well and fluently. However, some pupils who struggle to read do not receive the support that they need to build their phonics knowledge. This hinders them from becoming fluent readers.

The curriculum is broad and ambitious. In most subjects, the school has identified the important knowledge and skills that it wants pupils to learn and by when. However, in a few subjects, the order in which pupils learn key information is at an earlier stage of development. This means that pupils cannot always see how their learning builds and connects over time. In these subjects, pupils do not achieve as well as they could.

The school takes positive action to support pupils' emotional and mental health as a way to enhance their behaviour. Pupils feel that staff support them well. They listen and respond appropriately to staff's guidance and instructions. Low-level disruptions to lessons are rare and short-lived. Pupils can concentrate on their learning. Leaders have designed a well-structured personal, social, relationships, health and economic education programme. Pupils know what healthy relationships are. They understand how to keep themselves safe, including when online.

The school has designed an impressive programme to develop pupils' character. Pupils proudly explained how they carry out their roles of responsibility, including acting as 'planet protectors' and school councillors. The school places importance on teaching pupils' economic awareness through real-life scenarios and pupils actively raise money for a school in Nepal. Pupils enjoy an array of clubs, such as choir and art clubs. These are carefully tailored to meet pupils' needs. These opportunities have a positive impact on pupils' aspirations and prepare them well for life in modern Britain.

The school is calm and orderly. Pupils behave well in lessons and around the school. Pupils really value the school's rules and rewards. Highly effective systems are in place to ensure that pupils continue to attend school regularly and on time.

Children enjoy and benefit from learning key concepts in early years. However, the school's early years curriculum does not clearly define the knowledge that staff will teach or how they will monitor children's understanding. Therefore, some activities provided do not support children's learning effectively. As a result, some children miss out on acquiring the knowledge they need to be ready for key stage 1.

Governors provide effective support and challenge to the school. Leaders undertake their role with integrity. Staff work in shared ways and morale is good. Staff said that the school is mindful of their workload and that it supports staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that some staff have received the necessary training to deliver effective support for pupils who are still learning to read. This hinders the progress that some pupils make when learning to read. The school should ensure that staff have the phonics training they need so that they can support all pupils in developing their ability to read fluently.
- The school has not established the essential knowledge and vocabulary that it expects pupils to know in some subjects. This means that pupils do not have secure knowledge on which to build as they progress through the school's curriculum. The school should ensure that the content of its subject curriculums is consistently well ordered and that the key knowledge is clearly identified and taught.
- The curriculum in early years does not clearly identify the precise knowledge and skills children require. This means that the school does not build on children's prior knowledge over time effectively, and the activities provided do not always align well with their learning needs or support progression. The school should identify the

important knowledge it wants children to learn in the early years and ensure it is planned and delivered in a clear, logical order.

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	105340
Local authority	Bury
Inspection number	10347952
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	94
Appropriate authority	The governing body
Chair of governing body	Ned Solanki
Headteacher	Geraldine Skinner
Website	www.stmaryshawkshaw.com
Dates of previous inspection	24 and 25 February 2015, under section 5 of the Education Act 2005

Information about this school

- The last section 48 inspection, for schools of a religious character, took place in October 2019. The school is awaiting confirmation from the diocese about its next section 48 inspection.
- The school has a breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into consideration in their evaluation.
- Inspectors met with the headteacher, the SEND coordinator and members of the senior leadership team.
- Inspectors met with representatives of the governing body, a representative of the diocese and a representative of the local authority.
- 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 these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents.

Inspection team

Andy Hunt, lead inspector	Ofsted Inspector
Lisa Whittaker	Ofsted Inspector

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