Inspection of Mary Howard Church of England Primary School

School Lane, Edingale, Tamworth, Staffordshire B79 9JJ

Inspection dates:	10 and 11 June 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

The executive headteacher, Rachel Mills, is responsible for this school and one other. This school is part of The Staffordshire Schools Multi 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 (CEO), Charlene Gethin, and overseen by a board of trustees, chaired by Kevin Borg and Peter Halifax.

Ofsted has not previously inspected Mary Howard Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Mary Howard CofE (VC) Primary School to be outstanding for overall effectiveness, before it opened as Mary Howard Church of England Primary School as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is a small school with a big heart that is central to the local community. Staff, pupils and governors fully subscribe to the school's motto 'grow and flourish'. Pupils are nurtured throughout their time here. It is a school that everyone is rightly proud of. Most pupils achieve high standards in reading, writing and mathematics. They are well prepared for the next stage in their education.

The school has set high expectations for how pupils should behave. Pupils behave exceptionally well. They are consistently polite and respectful. Pupils listen very well in lessons. They show incredibly positive attitudes towards their learning. Pupils are kind and help each other during lessons and social times. During these times, pupils of different ages play happily together, taking turns with different games such as skipping and basketball. They feel very safe and well cared for.

Curriculum enrichment is important here. For example, pupils visit museums and places of interest to enhance their learning. The school encourages character traits such as perseverance. Older pupils take part in outdoor activities during an annual residential. Pupils are taught how to stay physically healthy. They take part in sporting competitions such as cross-country and netball tournaments.

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

The curriculum is well structured with ambitious aims. Staff teach curriculum content clearly. Pupils are expected to work hard in lessons, which they do. Teaching ensures that pupils revisit and apply previous learning. This helps pupils to secure important knowledge in their memory. In mathematics, for example, pupils have regular opportunities to practise and recall number facts, developing fluency in these over time. In some subjects, gaps in pupils' knowledge are identified but they are sometimes not addressed. This leads to unaddressed gaps in pupils' knowledge in some subjects and affects how well they achieve in these subjects.

Reading is a high priority. The phonics curriculum is taught as set out. Staff are knowledgeable about teaching phonics and teach it well They notice and address misconceptions quickly and comprehensively. Pupils read widely and often. They read books that match their phonics knowledge as well as other books to broaden their exposure to different text types. Pupils enjoy reading at lunchtimes in the reading cabin. Pupils who need to catch up with their peers receive extra phonics lessons. This helps them to catch up with their peers successfully. As a result, most pupils become confident, fluent readers by the end of Year 1.

Children in the early years are well cared for. The environment is calm and purposeful. Routines are well established. Children demonstrate very positive learning behaviours. They show high levels of independence and confidence. Children cooperate well and take turns successfully. Recently, children have planted seeds in the outdoor area and have learned about how they grow. As a result, they are successfully developing their understanding of the world. The school has identified that vocabulary development is an

area to improve on. This is being appropriately addressed. Children achieve well in the early years and are ready for the next stage in their education.

The school is quick to identify pupils with special educational needs/and or disabilities (SEND) accurately. It seeks advice from external agencies when necessary and implements suggested strategies in a timely way. For some pupils with SEND, the curriculum is not adapted successfully to meet their needs. This means that some pupils with SEND do not achieve as well as they could.

The school has set clear expectations for how often pupils should attend school. It takes necessary steps to make sure that pupils' high attendance rates are sustained. There are no pupil groups disadvantaged by poor attendance.

Pupils understand fundamental British values such as democracy. They care about fairness for all and look after one another. Pupils learn to show respect for differences. They benefit from personalised well-being support. The school takes an active role in the local community and participates in a range of events. As part of this work, it has created and delivered care packages for local residents. The school encourages pupils to fundraise for different charities. As a result, pupils are developing their sense of citizenship well.

Trustees and members of the local governing committee know their roles and responsibilities and enact these well. They share in leaders' ambitions for pupils' achievement and hold leaders to account fully. Staff report that their well-being is prioritised and their workload is well managed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessments of pupils' learning are not consistently addressed. This leads to gaps in pupils' knowledge in some subjects and affects how well some pupils achieve in these subjects. The school should make sure that gaps in pupils' knowledge and understanding are addressed fully.
- For some pupils with SEND, the curriculum is not adapted successfully to meet their needs. This means that some pupils with SEND do not achieve as well as they could. The school should ensure that staff adapt the curriculum successfully to support pupils with SEND effectively.

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	150422
Local authority	Staffordshire
Inspection number	10379631
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	Board of trustees
Chair of trust	Kevin Borg and Peter Halifax (Co-Chairs)
CEO of the trust	Charlene Gethin
Headteacher	Rachel Mills (Executive Headteacher)
Website	https://maryhoward.staffs.sch.uk
Date of previous inspection	20 March 2014, under section 5 of the Education Act 2005.

Information about this school

- The school runs a before-school club.
- The school does not make use of any alternative provision.
- This is a Church of England school in the Diocese of Lichfield. The school's last section 48 inspection was in July 2024.
- The school is part of The Staffordshire Schools Multi Academy Trust, comprising seven schools.

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 and/or sixth form provision). 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with trustees and members of the local governing committee. They held meetings with the executive headteacher, the deputy headteacher, subject leaders, teachers and pupils. They met with a representative from the Diocese of Lichfield. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also looked at other subjects to check how they are planned and taught.
- 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 reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments. They also considered responses to Ofsted's staff survey and pupil survey.

Inspection team

Emma Titchener, lead inspector	His Majesty's Inspector
Rob Matthews	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025