

# St Mary's CofE Primary School, Deane

Edale Road, Deane, Bolton, Lancashire BL3 4QP

## Inspection dates

16–17 May 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- Leaders have created an inclusive school with a culture of high expectations and a shared commitment to providing the very best opportunities for pupils. Their vision and determination have been pivotal in driving improvements since the last inspection.
- The headteacher is uncompromising in ensuring that pupils benefit from the care and support needed to thrive.
- Leaders and governors sharply evaluate the school's effectiveness and they use this information to formulate broad and precise plans for improvement.
- Staff form a dynamic and cohesive team. They are exceptionally motivated and keen to contribute to improvements.
- Teachers and other adults make sure that pupils of all abilities complete work that challenges and inspires them. Consequently, pupils with different starting points make outstanding progress across a broad range of subjects.
- The curriculum is expertly planned to maintain a relentless focus on the development of literacy and numeracy skills. It provides pupils with a broad and deep range of opportunities that greatly enrich their understanding of the world.
- Support for pupils, including a significant proportion who are new to the country, is exemplary. Pupils who are new to speaking English receive expert support and they acquire the language quickly and confidently.
- Pupils' behaviour is impeccable. They are polite, enthusiastic and considerate.
- The personal development of pupils ensures that they are well prepared for the next stage of their education. The embedded 'character matters' initiative ensures that pupils are instilled with the values needed to thrive in modern Britain.
- Pupils' enjoyment of learning is palpable. They feel safe and value their relationships with adults at the school.
- Leaders' work to promote healthy lifestyles is strong. Pupils benefit from opportunities to participate in a diverse range of sports.
- Leadership of the early years has driven improvements that ensure that children make outstanding progress from very low starting points.
- Leaders have developed a plethora of effective strategies to improve attendance, especially for those new to the country. Despite this, some pupils continue to be regularly absent from school.

## **Full report**

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

- Extend leaders' work to reduce further rates of persistent absenteeism.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders have established an empowering culture and ethos that has instilled within staff an unswerving commitment to providing pupils with the support and opportunities needed to flourish. The determination of staff is palpable and all staff share a common belief that barriers to achievement are never insurmountable.
- Leadership is highly effective at all levels. The headteacher and senior leaders are assured and relentlessly positive. They all play important roles in supporting other schools within the local authority to develop different areas of their practice.
- Middle leaders are driven and effective. The school's innovative middle leadership structure ensures that everyone's efforts are focused on supporting pupils to make the quickest gains in their learning. The role of the subject coordinator is particularly well developed and is utilised as an opportunity to develop leadership capacity among the staff.
- Leaders have ensured that staff are highly motivated and keen to play a role in driving improvements across the school. All staff understand the school's strengths and development priorities. They also share a sophisticated understanding of the diverse population that they serve.
- Leaders' systems for managing the performance of staff are exemplary. All members of staff agree ambitious targets that closely align with school-development priorities. Staff receive high-quality training that enables them to achieve their targets and develop particular areas of their practice. Systems for sharing the best ideas about teaching are highly developed. For example, all staff contribute enthusiastically to the cycle of weekly, whole-staff training opportunities.
- The very broad and balanced curriculum is effectively planned and delivered. Leaders recognise the need to continually reinforce literacy and numeracy teaching across the curriculum. However, they are equally committed to ensuring that pupils' learning is deep in subjects beyond English and mathematics. Staff plan different aspects of the curriculum around a number of broad enquiry questions that are designed to spark pupils' curiosity. For example, Year 2 pupils have recently developed their skills in a range of subjects by answering the question, 'Why would a dinosaur not make a good pet?' This diverse and engaging curriculum plays a vital role in sustaining pupils' thirst for knowledge while greatly expanding their understanding of the world.
- Staff listen closely to the wishes of pupils when reviewing and planning extra-curricular opportunities. This year, pupils expressed a desire to participate in a wider range of sports. As a result, staff have ensured that pupils benefit from an extensive array of extra-curricular sporting opportunities, from conventional games such as football and basketball to more varied activities such as fencing and yoga.
- Provision for pupils' spiritual, moral, social and cultural education is excellent. Pupils' different backgrounds are routinely celebrated. The curriculum also provides rich and varied opportunities to learn about different religions and cultures. For example, pupils study about tribal life in the Amazonian rainforest.
- The school's work to develop an understanding of different world faiths is very

effective. Pupils develop a detailed understanding of different religions and they are challenged to ponder deep questions from an early age. For example, pupils in Year 2 complete a unit of work which encourages them to consider 'Why do people follow Jesus and Muhammad?'

- Leaders' work to instil pupils with positive values is highly effective and is focused upon the 'character matters' initiative. This constitutes a whole-school effort to create a community in which positive attitudes, values and behaviours are fostered. As a result of this work, pupils are exceptionally well prepared for life in modern Britain.
- Leaders use the additional funding for pupil premium to great effect. Leaders' spending of the pupil premium sharply addresses potential barriers to achievement and enables disadvantaged pupils to outperform other pupils nationally.
- Leaders also use additional funding for sports effectively. Leaders are acutely aware of the importance of physical activity and provide pupils with an extensive range of opportunities to enhance their physical development. Leaders have ensured that physical education is popular and taught effectively. They have also ensured that there is a sporting extra-curricular activity to fire the enthusiasm of almost all pupils.
- Leaders make sure that there is effective provision for pupils who have special educational needs and/or disabilities. Systems for identifying potential needs are highly effective and leaders make well-considered decisions about the expenditure of funding. The impact of funding is rigorously monitored and leaders make sure that pupils who have special educational needs and/or disabilities make rapid progress throughout the school.

## **Governance of the school**

- The school benefits from highly effective governance.
- Governors have a strong understanding of the school's strengths and development priorities. They are committed to improving their effectiveness as a governing body. To this end, they recently commissioned an external review of governance and they have used the findings from this review as a springboard for further developing aspects of their work.
- The appointment of a new chair and vice-chair of the governing body has created further impetus for improvement. In particular, governors have become more adept at challenging leaders and holding them to account for all aspects of the school's performance. In doing so, they have made a strong contribution to the rapid improvements that have been embedded across the school.
- Governors work in tandem with leaders to ensure that any shortcomings are swiftly identified and remedied. Together, governors and leaders provide the school with an unwavering clarity of direction.

## **Safeguarding**

- The arrangements for safeguarding are effective because the headteacher has successfully created a culture in which all staff take their safeguarding responsibilities seriously. Staff are alert and attentive to all facets of safety, particularly those aspects

of safeguarding that are more prevalent within the school's context. Staff use their regular training to good effect to identify potential concerns and communicate these using the school's systems.

- The school's pastoral team reviews all aspects of pupils' welfare regularly. They work in partnership with a number of external agencies to safeguard pupils. The records that leaders keep are thorough. The school works very effectively with pupils and their parents to keep children safe.

## Quality of teaching, learning and assessment

## Outstanding

- Teachers and support staff possess excellent subject knowledge and have a detailed understanding of pupils' abilities. This enables them to set high expectations and plan interesting lessons that challenge pupils and inspires their curiosity. As a result of highly effective teaching, pupils make outstanding progress across a wide range of subjects.
- Adults question pupils with skill and purpose. They quickly ascertain pupils' understanding and use questioning to support them to deepen their thinking. When asked about their learning, pupils spoke glowingly about their experiences in different subjects. They clearly understand what the school does to support pupils of different abilities, and they say that the work they complete is challenging and helps them to learn quickly.
- The work of support staff in supporting teaching is exemplary. Leaders have ensured that the efforts of support staff are utilised in pursuit of the fastest possible progress for all pupils. Teaching assistants work closely with pupils of all abilities to plug gaps in understanding and provide sharp and incisive challenge. They address pupils' misconceptions perceptively and with skill. As a result of the partnership between teachers and support staff, teaching effectively meets the diverse needs of the pupils.
- The teaching of literacy is particularly effective. Teachers give high priority to developing the breadth and complexity of pupils' vocabulary. Pupils are challenged to accurately use a wide range of new words when they start a new topic. Teachers affectionately refer to these as 'Goldilocks words' because they have to be 'just right' for the context in which they are spoken.
- Teachers have high expectations of pupils' writing. Pupils are expected to write at length for a variety of audiences and purposes and across a wide range of subjects. Teachers maintain a strong focus on the development of pupils' spelling, punctuation and grammar. It is clear to see from the work in pupils' books that they quickly develop the depth, fluency and sophistication of their written work.
- Teaching in mathematics challenges pupils to make consistently outstanding progress. Teachers and other adults explain mathematical concepts with clarity. They quickly move pupils on in their learning and challenge them to complete activities that ambitiously require them to apply their learning to different situations. For example, some pupils in Year 6 extended their work on ratio by researching how big a stadium would have to be to hold 100,000 spectators.
- Leaders have developed robust assessment systems which staff use consistently well. Teachers carefully use this assessment information when planning future learning.

Teachers' assessments are accurate and are regularly moderated by teachers within the school and from other schools.

- As a result of excellent training for staff and strong leadership, the quality of teaching is remarkably consistent throughout the school and across the full range of subjects.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Over time, leaders have embedded the school's 'character matters' ethos. This highlights and constantly reinforces the importance of different values and traits that underpin a successful and harmonious community. As a result of this work, pupils are optimistic and resilient. They approach their work with a determination to do well and a commitment to supporting their classmates to also succeed. They are humble yet confident. Pupils clearly understand the necessary qualities for being a successful learner and they are equipped with strategies to learn effectively in a variety of ways.
- Pupils are encouraged to be empathetic and a great deal of attention is focused on pupils learning about the world through their own experiences and those of their classmates. Pupils are respectful and tolerant of difference.
- Leaders ensure that pupils lead healthy lives in school. School meals are nutritious and pupils take regular exercise. The breadth of additional sporting opportunities, funded through the sports premium, has successfully engaged the majority of pupils in at least one extra-curricular physical activity.
- The school's work to promote emotional well-being makes a strong contribution to pupils' overall health. Pupils who experience emotional difficulties are assigned a key worker, who provides these pupils with regular opportunities to discuss their feelings. Staff work effectively with other agencies when the need arises, and the school has its own 'mental health champion', who develops awareness of issues relating to mental health with pupils and staff.
- Pupils have a strong understanding of how to stay safe. They are provided with sound advice to help them keep themselves safe when online. The school is also sensitive of the need to address safety issues that are relevant to the school's context. For example, pupils in Year 5 and Year 6 receive age-appropriate talks from the police on the dangers of drugs and alcohol. Furthermore, Year 6 pupils follow the 'real love rocks' programme to foster an understanding of healthy relationships.
- Pupils are adamant that bullying is exceptionally rare at the school. Pupils are able to articulate a clear understanding of what characterises different forms of bullying. They trust teachers to sort out issues and say they know whom they would speak to if they had worries or concerns.

### Behaviour

- The behaviour of pupils is outstanding.

- Pupils' conduct is impeccable and their manners are flawless.
- Pupils are considerate of others and they learn and play cooperatively. Interactions between pupils and staff are underpinned by warm relationships and mutual respect. Several pupils who are relatively new to the school praised the support that they had been given by pupils and staff alike.
- Leaders have established a school environment which is calm and purposeful. From the strategically positioned fish tanks to the choice of wall paint, leaders have carefully designed the environment with the intention of establishing the school as an oasis of calm. Pupils' behaviour is exemplary, even when not in direct staff supervision.
- Pupils' behaviour in lessons ensures that no learning time is wasted due to low-level misbehaviour. The classroom environment enables pupils to remain calm and focused at all times.
- Leaders have ensured that effective action is being taken to improve pupils' attendance. The pastoral team works with drive and creativity to relentlessly promote the virtues of good attendance and support the families of pupils who are regularly absent from school. The team can highlight many examples where their efforts have had a positive impact on improving the attendance of individuals. Furthermore, the pastoral team has played a key role in orchestrating general improvements to attendance over the last 18 months. Despite this, rates of absence need to be improved further because there are a small number of pupils who continue to be regularly absent from school. Leaders are understandably frustrated by some rates of attendance. They have a clear understanding of the complex reasons why attendance is lower among some groups, and are determined to break down barriers even further.

## Outcomes for pupils

## Outstanding

- From starting points that are below average, pupils at St Mary's make rapid progress in all subjects.
- Pupils have made outstanding progress throughout key stage 2 for a number of years. However, 2016 published data indicates that Year 6 pupils did not make the usual strong progress in reading. Leaders have left no stone unturned in their analysis of why this happened and they have enacted robust plans to ensure that this does not happen again. As a result, pupils in key stage 2 are once again making outstanding progress in their reading.
- Almost one-third of pupils joined the school as recent arrivals to the country. Many other pupils speak English as an additional language. The achievement of these pupils is particularly rapid as a result of exceptional teaching and precisely planned intervention.
- Published data indicates that a lower proportion of pupils achieve the higher standards than is seen nationally. Leaders have, therefore, made the progress of the most able pupils a priority and have ensured that teachers and other adults consistently challenge these pupils in their learning. Consequently, this year, the most able pupils throughout the school are making faster progress across all subjects and the proportion of pupils working at greater depth has increased markedly.
- Pupils make excellent progress in all subjects from their starting points. Leaders

meticulously track the progress of pupils in all subjects. Subject coordinators ensure that teachers and other adults have the specialist knowledge to challenge pupils with different starting points in all subjects. As a result, pupils make outstanding progress across the full curriculum.

- Disadvantaged pupils achieve better than other pupils nationally, particularly in writing and mathematics. Leaders' discerning use of the pupil premium quickly removes potential barriers to learning and enables these pupils to thrive.
- Pupils who have special educational needs and/or disabilities are exceptionally well supported and make excellent progress. Leaders have built capacity in this area by appointing a second special educational needs coordinator (SENCo). Together, these coordinators work closely with staff to ensure that pupils who have special educational needs and/or disabilities are identified quickly and supported robustly.
- Pupils across the school have been inspired to develop a love of reading. They read with precision and expression and take great delight in talking to others about their reading, including their favourite genres and authors. Leaders have introduced clear systems that ensure that pupils read appropriately challenging texts. They also ensure that there is variety to what pupils read. The school's work to involve parents in their children's reading is strong. Several parents spoke glowingly about the rewards used by the school to encourage reading.
- Pupils are exceptionally well prepared for the next stage of their education because of what they achieve at St Mary's, both academically and pastorally.

## Early years provision

## Outstanding

- Children make outstanding progress in the early years. Many children join the nursery with skills below those typically expected for their age. A significant number of children who join the early years at different stages are new to the country and many are new to speaking English. Despite this, the proportion of children reaching a good level of development by the end of Reception is in line with the national average.
- Leaders of the early years are ambitious for all children and set very high expectations. Leaders meticulously track the progress made by children and ensure that they receive the support and guidance needed to flourish. Leaders have developed clear mechanisms for sharing good practice among staff. As a result, all adults who work in the early years are knowledgeable and highly skilled.
- Leaders have developed effective systems to support pupils as they transition through the early years and into Year 1. For example, a teaching assistant who knows the children very well from the early years continues working with each class as they join key stage 1. These strategies help to sustain rapid rates of progress.
- Children are enthusiastic and captivated by their learning. Teaching is highly effective and meets the needs of all children. Teachers and other adults maintain a relentless focus on developing speaking and listening skills. They clearly model different skills and question children effectively. Phonics teaching is effective and lays solid foundations for the impressive gains children make further up the school. Resources are well organised and the rich curriculum ensures that children make strong progress in all the prime areas of learning.

- In line with the rest of the school, teachers and other adults use precise information on children's attainment to plan and deliver activities that challenge them to make rapid progress. Assessment procedures are extensive and provide adults with a detailed picture of every child's progress.
- Children benefit from a stimulating and engaging environment and leaders have ensured that the outdoor learning space provides pupils with ample opportunities to support their physical development.
- Children respond positively to well-established routines. They are responsive to instructions and interact well with each other and adults. Children exercise high levels of independence relative to their age and are keen to learn in different areas.
- Leaders ensure that the pupil premium is used to good effect in the early years. The proportion of disadvantaged children achieving a good level of development has increased in recent years and is now in line with other children nationally.
- All of the statutory welfare requirements are met and the school's safeguarding practices and procedures are strictly followed. Leaders provide a safe, secure and stimulating environment which allows children to thrive and encourage them to behave extremely well.
- Teachers and other adults work in close partnership with parents to ensure that families are actively engaged in their child's development. Leaders have established clear and effective strategies for involving parents. From regular 'stay and learn' sessions to the provision of workshops that help parents to support their children with early phonics development and initial writing, the school's approach to parental engagement is welcoming and inclusive.
- Leaders work closely with external agencies to address potential barriers to learning and to provide identified children with the precise support needed to thrive.
- Children in the early years are exceptionally well prepared for Year 1.

## School details

Unique reference number	105203
Local authority	Bolton
Inspection number	10032339

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair	David Hawksworth
Headteacher	Diane Jeffries
Telephone number	01204 333494
Website	<a href="http://www.st-marys-deane.bolton.sch.uk">www.st-marys-deane.bolton.sch.uk</a>
Email address	<a href="mailto:jeffriesd@st-marys-deane.bolton.sch.uk">jeffriesd@st-marys-deane.bolton.sch.uk</a>
Date of previous inspection	12–13 September 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- St Mary's is a much larger than average-sized primary school.
- The school has grown in size since the last inspection. There are almost twice as many pupils as there were in 2012. The number of staff working at the school has also greatly increased.
- The majority of pupils are from minority ethnic backgrounds. However, the largest ethnic group in the school is White British.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.

- The proportion of disadvantaged pupils supported by the pupil premium is above average.
- More pupils enter the school at different times of the year than is seen nationally. The majority of these pupils are new to the country and are at the earliest stages of speaking English when they join the school.
- The school meets the government's current floor standards, which are the minimum expectations of pupils' achievement in reading, writing and mathematics of pupils by the end of key stage 2.

## Information about this inspection

- Inspectors undertook observations of learning in all classes. Some of these observations were conducted jointly with senior leaders. Inspectors also observed pupils' behaviour during playtime and at lunchtime.
- Meetings were held with leaders and governors. Inspectors also held discussions with a representative of the local authority and the school improvement partner.
- Inspectors scrutinised a range of documents, including the school's plans for improvement, self-evaluation and information about pupils' achievement and leaders' monitoring records.
- Inspectors looked at safeguarding information and documents relating to pupils' behaviour and attendance.
- Inspectors met with parents informally at the start of the school day and considered 14 responses to the online Parent View questionnaire. Inspectors also took account of 37 pupil responses to the online questionnaire and 43 responses from members of staff to the online questionnaire.
- Pupils' work across a range of subjects was scrutinised.
- Inspectors met with groups of pupils. They also talked informally to pupils about the school. They heard pupils read.
- Inspectors scrutinised the school's website.

## Inspection team

Will Smith, lead inspector	Her Majesty's Inspector
Deborah Bailey	Ofsted Inspector
Tim Lucas	Ofsted Inspector
Tina Cleugh	Ofsted Inspector
Vanessa MacDonald	Ofsted Inspector

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