

Inspection of Eccleston St Mary's Church of England Primary School

The Green, Eccleston, Chorley, Lancashire PR7 5TE

Inspection dates: 21–22 January 2020

Overall effectiveness	Good
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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 previous 'outstanding' judgement reflected the school's overall effectiveness in October 2011 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for eight years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Leaders have embedded the school's Christian ethos into all aspects of school life. Families love this school. Pupils build friendships across year groups. New school leaders have raised expectations for the pupils. There is a renewed focus on improving pupils' achievement across the curriculum.

Relationships between pupils, staff and volunteers are very positive. Pupils behave exceptionally well in class. They carefully listen to the ideas and views of others. Pupils play very well together during breaks. They show respect for each other and for the adults around them. Pupils told inspectors that bullying does not happen. Leaders' records support this view. Parents also share this opinion.

Many pupils take part in the school and eco councils. Leaders involve pupils in decisions in making changes to the school. For example, pupils' opinions about the design for The Woodland Lodge were considered before it was built.

Pupils feel safe in school. They learn how to stay safe in their local community. Pupils know how to keep safe online. They enjoy the many after-school sports and clubs. They like going on trips and visits that bring learning to life. Parents and carers wholeheartedly support the work of staff and governors.

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

Leaders have designed a curriculum that ignites pupils' imaginations. Staff are committed to pupils flourishing both academically and in their personal development. Leaders have taken effective steps to review curriculum plans across all subjects. These plans identify the knowledge that leaders want pupils to know in each year group.

Teachers and teaching assistants work well together to support pupils' learning. By the time pupils leave Year 6, most achieve well in English and mathematics.

Teachers identify pupils who need extra help. They work with external agencies to support pupils' individual needs. Teachers ensure that disadvantaged pupils and those with special educational needs (SEND) do similar work to other pupils. Teachers adapt learning when it is appropriate. Pupils with SEND keep pace with their classmates.

The headteacher is passionate in wanting every child to be an avid and successful reader. Staff use one systematic approach to teaching phonics. This starts as soon as children join the Reception class. Teachers have had training in phonics but teaching assistants have not. Teachers are confident in helping any pupils who show signs of falling behind. Staff ensure that the books that pupils take home now match the sounds that they are learning. There has been a recent investment in new books to make sure that this is the case. The love of reading that teachers model is

infectious. Pupils of all ages have favourite books that they review and recommend to others.

The headteacher has galvanised the staff team. Subject leaders' plans for their areas of responsibility are thorough. They are improving the detail of what they expect pupils to learn. New subject leaders are at an early stage in checking that the curriculum is being taught as intended.

Children settle well into school routines when they start in early years. Staff know the children well. They focus their attention on developing children's speech and language. The teacher plans activities which develop children's awareness and knowledge of numbers and shapes.

Pupils behave exceptionally well towards each other, staff and visitors to the school. Pupils and new teachers have quickly built positive relationships. Pupils' attendance is consistently higher than the national average.

Pupils speak knowledgably about the importance of British values. They have a clear understanding of a range of cultures and faiths practised in Britain. This starts in early years. For example, children explore the similarities and differences between Eid and Christmas celebrations.

Teachers plan for pupils to learn the importance of choosing healthy lifestyles. Many pupils enjoy participating in a range of sporting activities after school. The choir is also very popular. Pupils experience the thrill of performing in venues such as King George's Hall, Blackburn.

Governors know the school well. They are ambitious for the school to improve further. Governors are knowledgeable about the achievement of pupils in English and mathematics. They hold leaders to account for the quality of education in other subjects.

Staff are passionate about their work. They acknowledge the steps that leaders have taken to reduce their workload. Staff said that leaders consider their well-being. Several staff have taken the opportunity to participate in yoga sessions, which they appreciate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding has a high profile. They check that adults are suitable to work with children. Staff are clear about who to speak to if they have concerns. The designated safeguarding leader and deputy keep thorough records. They work with external agencies and the local authority to make sure that pupils are safe.

Pupils know that they can talk to adults in school if they have problems. Pupils told inspectors that teachers teach them how to keep safe. For example, they know that they must not make friends online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The headteacher has reinvigorated staff to prioritise reading across the school. Leaders should ensure that teaching assistants have training in teaching phonics and early reading. This is to increase the teaching assistants' confidence and skills so that they improve their impact in teaching pupils to read.
- Leaders are providing training for subject leaders to improve their subject leadership. Subject leaders need to check that the improved curriculum is being taught as intended. Subject leaders need to check that pupils are making the progress that the school expects.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119472
Local authority	Lancashire
Inspection number	10122167
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	201
Appropriate authority	The governing body
Chair of governing body	Father Andrew Brown
Headteacher	Mrs Jacqui Birchall
Website	www.ecclestonstmaryscephprimary.co.uk
Date of previous inspection	5–6 October 2011

Information about this school

- A new headteacher was appointed in January 2018.
- There have been changes in staffing since the new headteacher was appointed. In January 2020, a new deputy headteacher was seconded to the school. A new, temporary teacher was also appointed at this time.
- Many subject leaders are relatively new to their areas of responsibility.
- The last section 48 inspection was on 2 February 2017.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in October 2011 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for eight years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- We considered the school's curriculum. We scrutinised the school's approach to the teaching of phonics, early reading, mathematics, science and music. We met with the leaders of these subjects. We viewed, and listened, to examples of pupils' work, visited lessons and spoke to teachers and pupils.
- We met with the headteacher, teachers and five members of the governing body, including the chair of the governing body.
- We scrutinised the school's single central safeguarding record. We spoke to staff about their training and their understanding of safeguarding. We examined documentation in relation to safer recruitment.
- We visited lessons in all classes.
- We spoke to parents before and during the school day.
- We spoke to staff about their workload and well-being.
- We listened to pupils read and spoke to them about behaviour and attitudes.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

Gaynor Rennie

Ofsted Inspector

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