

Inspection of a good school: St Mary's Roman Catholic Primary School, Chipping

Garstang Road, Chipping, Preston, Lancashire PR3 2QH

Inspection date:

13 July 2022

Outcome

St Mary's Roman Catholic Primary School, Chipping continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of the St Mary's school family. They enjoy being in school, play well together and make sure that no one is left out. Pupils are polite, well-mannered and respectful. Pupils, parents and carers and staff all describe the school as a happy place.

Leaders and staff are ambitious for all pupils. They want pupils to fulfil their potential academically and also to enjoy a wide and varied range of learning experiences. Pupils, including children in the early years, work well both independently and when working with others. Almost all pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Staff have high expectations of pupils' behaviour. Pupils live up to these expectations well. They get on well with their teachers and enjoy spending time with their friends. On the very few occasions that incidents of bullying and name-calling do happen, pupils know that staff will resolve issues quickly.

There are lots of activities to develop pupils' interests and talents beyond the school day. Trips to the theatre and to different places of worship develop pupils' cultural knowledge and awareness of diversity. A group of older pupils have taken on roles as 'ambassadors'. They spoke enthusiastically about the work that they have done to promote environmental awareness, working with the community and raising money for charity.

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

Leaders have developed a broad and engaging curriculum which is well adapted to the needs of a small school. The curriculum is developed well in most subjects and is ambitious for all pupils, including those with SEND.

In most subjects, the curriculums make clear to teachers the knowledge that pupils are expected to learn, and the order in which it should be taught. As a result, teachers ensure that pupils' knowledge builds logically from the early years to Year 6. This can be seen in

mathematics, for example. Children in early years start by developing their knowledge of number, while older pupils tackle increasingly complex problem-solving activities with confidence.

In this small school, subject leaders each take responsibility for a number of subjects. In the small number of subjects where leaders have less expertise, they are less assured in giving staff guidance on what pupils are expected to learn and in what order. Pupils' learning in these subjects is not as strong because they are not building up their knowledge as effectively over time.

Leaders have made reading a high priority in the school. Teachers promote reading effectively and leaders have ensured that pupils have access to a good range of books. Most pupils become confident readers. They are happy to talk about their favourite books and authors. Older pupils like contributing to their book review corner, recommending books to their classmates.

Pupils' reading journey starts in early years. Here, teachers encourage the youngest children to develop their awareness of sounds through a range of activities. For example, children join in with familiar rhymes with great enthusiasm. Reception-age children, and pupils in key stage 1, learn phonics every day. They build their knowledge of letters and sounds, and use this knowledge well when faced with unfamiliar words in their reading books.

Pupils with SEND are identified quickly and effectively. Teachers make sure that these pupils access the same curriculum as their peers by adapting work as necessary. Leaders work well with parents and outside professionals to make sure that these pupils receive the help that they need to achieve well in school.

Leaders have recognised the importance of developing pupils' awareness of society beyond their local area. Pupils enjoy going on trips to different cultural, sporting and historical events and venues. They have a good understanding of equality and diversity and speak about the importance of accepting people 'for who they are'. Leaders make good use of the beautiful school grounds to promote health and fitness. There is a good range of sports clubs and activities. Pupils also like growing their own fruit and vegetables in the school garden, which they are then able to cook and eat.

Pupils behave well throughout the day. They listen well to their teachers and classmates and are polite and friendly. Pupils' thoughtful behaviour and sensible attitudes make a positive contribution to learning throughout the school.

Governors know the school well. Leaders and governors think about the well-being of staff when they make decisions about the school. Staff feel that they are listened to and that their workload is considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong safeguarding culture at the school. Staff and governors receive regular safeguarding training. They know what to do if they are worried about a pupil's welfare. Leaders keep accurate records of the actions that they take when such a concern is raised. They work well with outside agencies to ensure that support is available to families when they need it. Staff make sure that pupils know how to keep themselves safe in different situations, including when working or playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders do not have the subject-specific knowledge that they need to lead their subjects confidently. This means that they are not able to develop staff's expertise or provide staff with clear guidance on precisely what pupils are expected to learn and in what order. School leaders should ensure that subject leaders receive the training and support that they need in order to make further improvements to teaching and learning in their subject areas.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2014.

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.

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	119643
Local authority	Lancashire
Inspection number	10240677
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair of governing body	Lisa Monks
Headteacher	Mary Morris
Website	www.st-marys-chipping.lancs.sch.uk
Date of previous inspection	22 June 2017, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast club that is managed by the governing body.
- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, subject leaders and the special educational needs coordinator.
- Inspectors spoke to members of the governing body and to representatives of the local authority and diocese.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at examples of pupils' work. They also heard pupils read.

- Inspectors also spoke to leaders about the curriculum in some other subjects and looked at further examples of pupils' work.
- Inspectors made checks on leaders' records for safeguarding and staff recruitment and spoke to staff about the procedures for safeguarding pupils.
- Inspectors observed pupils' behaviour in classrooms and around school, including in the breakfast club and at breaktimes.
- Inspectors considered the views of parents through the responses to Ofsted Parent View, which included some free-text responses. An inspector also spoke informally with parents at the school gate. There were no responses to Ofsted's staff and pupil surveys.

Inspection team

Neil Dixon, lead inspector

Ofsted Inspector

Claire Hollister

Ofsted Inspector

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