

# Inspection of a good school: SS Osmund and Andrew's RC Primary School

Falkirk Drive, Bolton, Lancashire BL2 6NW

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Inspection dates:

11 and 12 January 2023

## Outcome

SS Osmund and Andrew's RC Primary School continues to be a good school.

## What is it like to attend this school?

SS Osmund and Andrew's RC Primary School is a welcoming school at the heart of its local community. Pupils, including children in early years, benefit from the kind and caring relationships that they forge with staff. Pupils feel safe and happy. They told the inspector that their school values of love, hope and faith are important in all that they do.

Pupils have a strong, shared understanding of the clear rules and high standards that their teachers set. They engage enthusiastically in their learning and work hard to live up to leaders' and teachers' expectations. Pupils achieve well. They enjoy the rewards and recognition that they receive for their positive attitudes and behaviour.

Pupils are polite and respectful. They learn to be kind towards each other and accepting of differences. Bullying is not tolerated. Pupils are confident that they can always talk to an adult who will help them if they are worried or have a problem.

Pupils appreciate the opportunities that they have to gain positions of responsibility and to develop their independence. For example, they spoke to the inspector with pride about their roles as peer mediators, play leaders and environment champions.

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

In recent years, leaders have transformed the overall structure of the curriculum from early years to Year 6. They have ensured that all pupils, including those with special educational needs and/or disabilities (SEND), access a broad and ambitious curriculum.

In many subjects, subject leaders have carefully considered and selected the important knowledge that they want pupils to learn and the order in which this knowledge should be taught. This helps pupils to build on what they already know. Leaders provide regular support and subject-specific training for staff. In most subjects, teachers use their expert knowledge to deliver the curriculum effectively. They use effective strategies to identify

and address gaps in pupils' learning. As a result, most pupils, including those with SEND, achieve well across a range of subjects.

However, in a small number of subjects, leaders are still refining the essential knowledge that they want pupils to know and remember over time. Added to this, a few teachers do not use leaders' assessment systems as effectively as they could in these subjects. Some pupils do not build on their prior learning as well as they could.

Leaders place reading at the centre of their curriculum. There is a whole-school focus on the development of pupils' subject-specific vocabulary. Teachers identify class authors and books that link to the curriculum and appeal to pupils' interests. In all year groups, from early years to Year 6, teachers dedicate time each day to encourage and engage pupils in reading for pleasure. This helps to develop pupils' communication skills and cultural capital.

In addition, leaders have introduced a structured phonics programme. This is implemented from the start of Reception Year. Staff deliver this programme well. Pupils read books that match the sounds that they have learned. Any pupils who fall behind are supported to catch up quickly. Consequently, pupils learn to read accurately and fluently.

Leaders ensure that pupils with SEND are identified as early as possible. Teachers receive appropriate training and helpful information about the specific needs of pupils with SEND. As a result, teachers adapt the curriculum effectively so that pupils with SEND are supported to access the same ambitious curriculum as their peers.

In lessons and around the school site, pupils behave well. They are considerate and kind towards each other. Pupils can get on with their work without distraction. Staff use leaders' behaviour systems effectively to help a small minority of pupils who need support to regulate their behaviour. This helps these pupils to overcome any barriers to their learning and to achieve well.

Leaders think carefully and deliberately about pupils' opportunities for wider development in school. They ensure that all pupils have access to a range of trips, clubs and experiences that extend beyond the academic curriculum. For example, leaders hold an aspirations week, during which pupils explore different career opportunities with visiting guests, including school alumni. Pupils also learn about different faiths and cultures. They understand difference and the importance of treating people equally.

Governors share with leaders a clear and ambitious vision for the school. They offer appropriate challenge and support. Staff feel extremely well supported by leaders because their well-being is prioritised and their workload is always taken into consideration.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that a strong culture of safeguarding exists in the school. All staff and governors receive regular training. Staff are vigilant. They are confident about the school's procedures for reporting concerns.

Leaders know pupils and their families well. They make appropriate referrals for external support when necessary. Leaders work well with other professionals to secure timely help and support for vulnerable pupils and their families.

Through the curriculum, pupils learn about important issues such as online safety and healthy relationships. Leaders ensure that staff are trained and supported to speak to pupils in an open and honest way about the risks that they may face in society. This helps to keep pupils safe.

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

### **(Information for the school and appropriate authority)**

- In a small number of subjects, leaders are still refining the specific knowledge that they want pupils to know. Leaders are also deciding how they check what pupils have learned. This means that some pupils do not learn as well as they could in these subjects. Leaders should finalise their curriculum thinking in these subjects so that teachers are clear about the knowledge that they need to teach and how they should evaluate pupils' learning.

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

This is the second ungraded inspection since we judged the school to be good in October 2011.

## **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](#)' 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

<b>Unique reference number</b>	134237
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10226235
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	402
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Maria Lee
<b>Headteacher</b>	James Graves
<b>Website</b>	<a href="http://www.ssoarc.co.uk">www.ssoarc.co.uk</a>
<b>Date of previous inspection</b>	26 April 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new headteacher and a new chair of the governing body have been appointed.
- School leaders do not make any use of alternative provision.
- This is a Roman Catholic school in the Diocese of Salford. The most recent inspection under section 48 of the Education Act 2005 took place on 2 July 2018.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other senior leaders and a range of staff.
- The inspector met with a representative of the local authority and a representative from the Diocese of Salford.
- The inspector carried out deep dives in early reading, mathematics and science. For each deep dive, the inspector met with subject leaders, visited a sample of lessons,

spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed pupils reading with a familiar adult. The inspector also spoke with subject leaders about the curriculum in other subjects.

- The inspector considered the views expressed by parents and carers in their responses to Ofsted Parent View. This included the free-text comments. The inspector spoke with some parents at the start of the day.
- The inspector considered the responses to Ofsted's online survey for staff. The inspector also spoke with staff to discuss the support that they receive from leaders.
- The inspector considered the responses to Ofsted's online survey for pupils. The inspector also spoke with some pupils about school life.
- The inspector viewed a range of documentation about safeguarding. The inspector also spoke with staff to understand how they keep children safe.

### **Inspection team**

Amanda Downing, lead inspector

His Majesty's Inspector

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