

# Inspection of Bishop Martin Church of England Primary School, Woolton

Church Road, Woolton, Liverpool, Merseyside L25 5JF

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Inspection dates: 8 and 9 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils, parents, carers and staff are proud to be a part of this happy, caring and welcoming school. Children in the early years, along with any new pupils across the school, are given a warm welcome. They settle into school life quickly. One pupil's comment summed up the views of many when they stated, 'It is an amazing school to be in.'

Pupils told inspectors that most pupils behave well because they understand what teachers expect from them. Pupils trust adults to keep them safe from any harm. If bullying should occur, it is dealt with effectively by staff.

Leaders, including governors and trustees, are ambitious for all pupils. They have high expectations for pupils' academic achievement. This allows children in the early years to get off to a flying start. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well in most subjects.

Pupils, including disadvantaged pupils, benefit from an extensive programme of high-quality opportunities that enhance their learning and support their personal development. They look forward to residential trips, such as a cultural visit to Edinburgh. They carry out many leadership responsibilities with pride. These include looking after the school's guinea pigs and Heidi, the school dog.

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

Leaders have designed an ambitious and engaging curriculum which meets the needs of pupils, including those pupils with SEND, well. In most subjects, leaders have carefully considered the knowledge that pupils will learn and when it will be taught from the early years to Year 6.

Leaders make sure that staff access regular training and support. This means that teachers have the expertise that they need to deliver the curriculum well. Teachers explain new learning clearly to pupils and they use assessment strategies effectively in lessons. Teachers also successfully adapt the delivery of the curriculum to help pupils with SEND learn alongside their peers. In most subjects, pupils use their prior knowledge to make connections to new learning. As a result, the majority of pupils, including children in the early years, achieve well.

In a minority of subjects, some pupils are not able to recall prior learning as well as they should. Leaders have recently refined their curriculum thinking in these subjects. However, leaders' checks to assure themselves that these changes are improving pupils' learning over time are at an early stage.

Staff in the early years use stories to spark children's curiosity and foster their desire to talk about their ideas and learning. Staff are very skilled in developing pupils' vocabulary across the early years. They know exactly what needs to be taught and

when this should happen. As a result, children gain a deep knowledge and secure foundations for their future learning. They become confident and inquisitive learners. Children in the early years are exceptionally well prepared for key stage 1.

Leaders have placed reading at the heart of the curriculum. They make sure that pupils begin to learn to read from the earliest opportunity. Leaders ensure that all staff receive high-quality training to deliver the phonics and reading curriculum effectively. Pupils read books that closely match the sounds that they know. This builds their confidence and fluency. Teachers across the school promote a love of reading. Staff support any pupils, including those in key stage 2, who have fallen behind to catch up quickly. As a result, most pupils become proficient readers.

Staff identify any pupils with SEND quickly and accurately. When appropriate, leaders engage with outside agencies to help ensure that pupils with SEND can access the same curriculum as their peers.

Most pupils behave well. When pupils get distracted from their learning, teachers act quickly and effectively so that pupils get back on track. Very little learning time is lost because of misbehaviour.

Leaders have a strong focus on pupils' personal development. This is weaved through the curriculum. Pupils benefit from an extensive and rich programme of opportunities that help them become well-rounded and confident individuals. For example, pupils successfully contribute to a wide range of leadership teams. These include the science squad and well-being warriors.

Pupils appreciate the wide range of clubs on offer, such as yoga, golf and skiing, which foster their talents and interests. All pupils, including pupils with SEND, benefit from these opportunities. This is because leaders effectively remove barriers that might prevent pupils from attending enrichment activities.

Leaders ensure that pupils learn about other faiths and cultures. Through inspire workshops and a wealth of visits, trips and visitors to school, pupils enjoy a wealth of experiences that broaden their horizons. Pupils also learn about different relationships. This supports pupils to become active and responsible citizens.

Leaders work closely with the local governing body and trustees. Governors and trustees offer effective support and challenge. Staff appreciate the regular training opportunities made available to them. They value the support that they receive from leaders to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are relentless in their approach to keeping pupils safe. There is a strong culture of safeguarding in the school. Staff notice when pupils' behaviour is out of

character as they know pupils and their families well. Staff know how to identify and report any concerns. Leaders follow up on any concerns quickly and effectively.

Staff know the risks that pupils may face, including when using the internet. Leaders ensure that pupils develop a secure understanding of how to keep themselves safe and healthy. From the early years, pupils learn how to report any worries that they may have. Pupils described staff as 'safeguarding superheroes' who would help them to resolve any concerns quickly.

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

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

- Pupils do not remember what they have learned in a small number of subjects. Leaders have not checked if the recent improvements to the curriculum are helping pupils to know and remember what they have been taught. As a result, they are not assured that the curriculum is enabling pupils to achieve well across all subjects. Leaders should ensure that they monitor the impact of these revised curriculums to check that they are helping pupils to know and remember all that they should.

## **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>	145438
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10241420
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Maggie Swinson
<b>Headteacher</b>	Jill Broom
<b>Website</b>	<a href="http://www.bishopmartince.co.uk">www.bishopmartince.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bishop Martin Church of England Primary School converted to become an academy school in July 2018 and joined the Liverpool Diocesan Schools Trust. When its predecessor school, Bishop Martin Church of England Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- There is an executive headteacher who works at this school and is also responsible for another primary school in the trust.
- The school is a Church of England voluntary-aided primary school. It was last inspected under section 48 in November 2017 by the Diocese of Liverpool.
- The governing body operates a before- and after-school club.
- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors conducted deep dives in these subjects: early reading, geography and mathematics. For each deep dive, they met with the subject leader and teachers.

They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector heard pupils from key stage 1 and key stage 2 read to a familiar adult. Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- Inspectors spoke with trustees, members of the governing body, the executive headteacher, headteacher and other school leaders. The lead inspector spoke with a representative of the local authority. Inspectors also talked with staff about their workload and well-being.
- Inspectors met with leaders who are responsible for attendance and personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents relating to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Rebecca Jewitt, lead inspector

His Majesty's Inspector

Louise McArdle

His Majesty's Inspector

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