

Beech Hill Community Primary School

Address: Netherby Road, Beech Hill, Wigan, Lancashire, WN6 7PT

Unique reference number (URN): 106399

Inspection report: 9 September 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders consistently promote the importance of regular attendance to pupils and their families. For example, leaders communicate proactively with parents to ensure that the school's high expectations are known and understood. Leaders monitor attendance patterns meticulously and provide effective help if concerns arise. They work supportively with families to reduce the barriers to attendance that pupils may face. The impact of this work is notable. Pupils' overall attendance, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND), has improved rapidly in recent years. The number of pupils who are regularly absent has fallen quickly.

Pupils' behaviour and attitudes to learning are excellent. Classrooms are calm, and disruption to learning is rare. Staff teach the school's routines consistently well. This means that pupils know leaders' high expectations for 'calm corridors', 'perfect playtimes' and 'delightful dining'. Pupils say that the school's values and rules help them to make the right choices. For example, older pupils learn to manage their behaviour independently and resolve disagreements with their peers. Leaders adjust their approach to help pupils to succeed, including pupils with SEND. This means that all pupils, including pupils in the specially resourced provision for pupils with SEND, behave well.

Personal development and wellbeing

Strong standard ●

Leaders have developed a comprehensive personal development programme that enriches pupils' experiences both within and beyond their academic studies. This includes a well-planned relationships and health education programme. This prepares pupils very well for life beyond school. For example, pupils learn important first-aid skills and gain a secure understanding of fundamental British values. Pupils learn how to recognise risks and keep themselves safe in a range of situations. For example, pupils understand the risks associated with sharing personal information and images online.

Leaders are deeply committed to supporting the wellbeing of all pupils. They identify pastoral needs quickly because of the well-developed systems they have put in place and because of the trusting relationships they have built with pupils and their families. Well-trained staff deliver highly effective support. This helps pupils to understand and process their emotions. As a result, pupils are confident, resilient and independent. Leaders extend their support to pupils' families. For example, parents and siblings can attend family breakfast club each morning. The school is recognised by parents, governors and local partners as a community hub.

Leaders provide an extensive programme of enrichment and wider opportunities. Pupils learn about culture and the arts when they visit the Walker Art Gallery, Liverpool Philharmonic Hall and the Royal Ballet and Opera House. They learn to solve problems when they complete engineering and robotics projects. Pupils also perform in concerts and attend clubs such as cheerleading, debating, gardening and dancing. Leaders have embedded many of these opportunities within the school's core curriculum. They carefully check who takes part in additional activities and make changes so that more pupils can

attend. This means that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, benefit from what is on offer.

Expected standard

Achievement

Expected standard 

Pupils, including disadvantaged pupils, achieve well from their starting points. By the end of key stage 2, most pupils secure the knowledge and skills they need in reading, writing and mathematics. This means that pupils are generally well prepared for secondary school. In national tests, pupils' attainment is typically close to average. In some areas, including key stage 2 reading, attainment is above average. Where attainment is below average, leaders are acting to secure improvement.

Pupils gain appropriate knowledge and skills across the curriculum. In most subjects, they can recall the important knowledge that they have been taught. This includes pupils with special educational needs and/or disabilities. For example, pupils know about polar regions and how different animals have adapted to survive in these habitats. Pupils with gaps in their basic knowledge and skills receive targeted support from well-trained staff. This helps pupils to catch up with their peers.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and engaging curriculum. It is well sequenced and draws on expertise from external organisations, such as subject associations. Leaders continue to adjust the curriculum and develop teaching. For example, leaders have trained staff in the use of teaching strategies to improve pupils' language and communication skills.

Teaching is generally effective. Teachers typically give clear explanations and use their checks on pupils' learning to adapt their teaching and address gaps in knowledge. However, these approaches are not as effective across the school as they could be. As a result, some subjects are not taught consistently well.

Leaders ensure that teachers focus on the development of pupils' basic skills. Staff teach early reading effectively by closely following the school's phonics programme. Pupils learn the sounds that they need to read words accurately. They practise reading these words using books that match the sounds that they have been taught.

Staff know their pupils well, including pupils with special educational needs and/or disabilities. They are aware of pupils' individual starting points and the barriers to learning that they face. They adapt their teaching carefully. This means that these pupils take part in lessons with interest across the full curriculum, including in subjects such as music and religious education.

Early years

Expected standard 

Staff in the early years care for pupils skilfully from the moment they start school so that they feel safe and ready to learn. This helps children to settle quickly and happily. They form trusting relationships with the staff who care for them well.

Leaders have set up effective systems to help staff identify needs accurately at an early stage, including for pupils who speak English as an additional language. They use this information to plan individualised support. This helps these children and their families to feel that they belong at Beech Hill.

Leaders have implemented a curriculum that is carefully sequenced and follows the early years foundation stage framework. They consider children's starting points and adjust the curriculum appropriately. For instance, there is a sharp focus on communication and language and on developing core stability. Typically, children are supported well through warm, purposeful interactions. Classrooms and outdoor spaces are welcoming, and there are many engaging resources for children to use. This helps children to maintain their interest in learning.

Leaders are reflective and work purposefully to make ongoing improvements to teaching in the early years. For example, leaders have recently introduced new teaching strategies to improve the attainment of pupils. Children increasingly leave Reception ready for Year 1.

Inclusion

Expected standard 

Leaders make inclusion a priority. They have established effective systems to quickly identify the barriers to learning and/or wellbeing that pupils may face. For instance, leaders train staff in the use of specialist screening and assessment tools. This means that individual needs are understood without delay.

Leaders design support plans carefully. This includes individual plans for pupils known to social care. When planning this support, leaders value the contributions of pupils, parents, carers and specialists. As a result, pupils who face barriers to learning have access to the full curriculum and receive appropriate, tailored support. This includes pupils who speak English as an additional language, who receive support to develop their spoken English alongside their classmates. Pupils in the specially resourced provision for pupils with special educational needs and/or disabilities access a tailored curriculum with support from well-trained and skilled adults.

Leaders use additional funding appropriately to improve the outcomes and experiences of disadvantaged pupils. However, leaders do not review the impact of some of their strategies to reduce barriers for vulnerable pupils with as much precision as they could. This means that leaders do not consistently make skilful developments to these strategies when they update them.

Leaders and governors have an accurate understanding of the school's strengths and the areas that would benefit from further development. They are committed to improving the outcomes and experiences of all pupils.

Leaders are outward-facing and work with a wide range of external partners, including within the local community and further afield. Leaders use these partnerships to provide unique and enriching experiences for pupils. For example, they established a partnership with a local materials manufacturer that enables pupils to learn about design and manufacturing.

Leaders build positive relationships with parents and offer support when it is needed. These close partnerships help leaders to identify barriers to learning quickly. Parents are overwhelmingly positive about the school and the work that leaders do.

Governors know the school well. They bring expertise from a range of backgrounds. This enables them to work effectively with leaders to improve the school. They fulfil their statutory duties and check important information, including for safeguarding. This allows them to ask helpful questions that provide appropriate challenge to leaders. However, in some areas, the challenge that governors provide when reviewing the impact of leaders' strategies is not as robust as it could be.

Staff speak very positively about the school. They value the professional development opportunities that leaders provide. They say that this helps them to improve the quality of the work that they do. Staff appreciate the actions that leaders and governors take to support their workload and wellbeing. They value the culture of mutual support within the staff team.

What it's like to be a pupil at this school

Pupils are proud to belong to this nurturing and happy school. They speak enthusiastically about the friendly atmosphere and say that everyone is welcome. Pupils feel safe and cared for. They trust staff to look after them and know who to go to if they need help or have any concerns. They value the help they get to manage their emotions and to overcome challenges.

Pupils behave very well. They understand the high expectations that leaders have. This means that pupils walk calmly in the corridors, line up patiently in the dining hall and play well together at breaktimes. Bullying is rare. Pupils trust staff to resolve any issues fairly and quickly.

Pupils, including disadvantaged pupils, attend school regularly and embrace the wide range of opportunities that leaders provide. They experience live music, enter competitions, attend extra-curricular clubs and go on visits that broaden their learning. They value the various leadership responsibilities they are given. For example, the eco council enjoys selling hygiene products at the school's 'eco refill shop', taking on roles such as 'finance manager' and 'sales manager'. As a result, pupils leave school as confident and responsible young people with high aspirations. Their aspirations are broad and include a desire to be

surgeons, engineers and beauticians.

Pupils, including those with special educational needs and/or disabilities, enjoy learning and approach lessons with enthusiasm. They listen carefully to their teachers and share answers confidently. They generally gain the knowledge and skills they need for future learning and achieve well from their starting points. When they need help, pupils receive support from staff who know them well. This prepares them for the next stage of their education.

Next steps

- Leaders should monitor the impact of some aspects of the school's work with greater precision so that strategies are adjusted skilfully to further develop support for pupils who face barriers to their learning and/or wellbeing.
 - Leaders should continue to support staff to develop and embed their teaching strategies so that all pupils, including children in the early years, are consistently well prepared for the next stage of their education.
 - Governors should build on their existing challenge to leaders so that it is consistently robust across all aspects of the school's work.
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About this inspection

The chair of the board of governors in this school is James Waterworth.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 9 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, staff, parents and pupils during the inspection. The lead inspector met with representatives of the local authority and members of the governing body.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for 9 pupils with autistic spectrum disorder. The specially resourced provision opened in September 2026.

The school currently makes use of one registered alternative provision.

Headteacher: Michelle McCarthy

Lead inspector:

John Coxhead, His Majesty's Inspector

Team inspectors:

Jane Holmes, Ofsted Inspector

Philip Barlow, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

282

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

46.30%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.26%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

31.56%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25 (final)	76%	62%	Above
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (final)	82%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (final)	79%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	84%	73%	Above
2022/23 (final)	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (final)	63%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	65%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25 (final)	74%	63%	Close to average
2023/24 (final)	81%	62%	Above
2022/23 (final)	70%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (final)	68%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	68%	61%	Close to average
2023/24 (final)	73%	59%	Above
2022/23 (final)	75%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-9 pp
2024/25 (final)	63%	69%	-6 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	65%	66%	-1 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-4 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	81%	80%	1 pp
2022/23 (final)	70%	78%	-8 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (final)	68%	78%	-10 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-7 pp
2024/25 (final)	68%	81%	-12 pp
2023/24 (final)	73%	79%	-6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	79%	-4 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.6%	13.0%	Close to average
2023/24 (3 term)	15.5%	14.6%	Close to average
2022/23 (3 term)	18.8%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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