

# Blackrod Anglican/Methodist Primary School

Inspection report

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<b>Unique Reference Number</b>	105211
<b>Local authority</b>	Bolton
<b>Inspection number</b>	377200
<b>Inspection dates</b>	15–16 February 2012
<b>Lead inspector</b>	Stephen Wall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jean Gittins
<b>Executive Headteacher</b>	James Royal
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Vicarage Road West Blackrod Bolton BL6 5DE
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## Introduction

Inspection team

Stephen Wall  
David Halford

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 10 lessons taught by eight teachers. Inspectors also observed the teaching of literacy and numeracy to small groups of pupils and the teaching of reading skills in Key Stage 1. They scrutinised a selection of pupils' workbooks. The inspectors held meetings with staff, groups of pupils and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at a wide range of documentation including: the school's evaluation of its effectiveness; the school development plan; records of attendance and behaviour; records of monitoring teaching and learning; and minutes of meetings of the governing body. The inspectors analysed 66 questionnaires returned by parents and carers as well as questionnaires returned by staff and pupils.

## Information about the school

This is an average-sized primary school in which the proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are of White British heritage and none speaks English as an additional language. The proportion of disabled pupils and those who have special educational needs is below average. Pupil numbers have grown significantly since the previous inspection partly as a result of the closure of another nearby primary school and partly because of the growing popularity of the school. The school is led and managed by an executive headteacher who also leads and manages another primary school. The school meets the current floor standard. The school has Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Questionnaires returned by parents and carers are almost unanimous in showing high levels of satisfaction with all aspects of the school’s work. The school is not outstanding because pupils’ achievement is not yet outstanding and teaching is of predominantly good quality with not enough that is outstanding.
- Children make good progress in the Early Years Foundation Stage which they join with skills broadly in line with expectations. Good progress is maintained in Key Stages 1 and 2 with the result that attainment is above average by the end of Year 6. Disabled pupils and those who have special educational needs also make good progress and achieve well because of the effective support they receive.
- Teaching is good; some is outstanding. Teachers have good subject knowledge. They plan activities that are varied and stimulating. Teaching and the curriculum provide good support for pupils’ independent learning. Pupils enjoy learning as a result. However, there are a few shortcomings. For example, teaching does not always challenge higher-ability pupils rigorously enough, and pupils sometimes do not work quickly enough when they are learning without close supervision.
- Pupils’ behaviour is outstanding both in lessons and around school. Pupils are unfailingly respectful to each other and the adults working with them. They are extremely positive about school. Their enjoyment is evident in their happy and confident demeanour. Consequently, attendance levels are high. Pupils say how very safe they feel in school.
- Leaders and managers evaluate the effectiveness of the school accurately. They use the outcomes to focus sharply on tackling shortcomings. The governing body is supportive and provides good levels of challenge. Teaching is

monitored regularly and accurately. The outcomes are used well to improve the quality of teaching and manage the performance of staff effectively.

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

- Raise achievement further by increasing the amount of outstanding teaching to ensure that:
  - pupils are always appropriately challenged, especially higher-ability pupils
  - pupils are always clear about expected outcomes
  - pupils who are working independently always work at a fast enough pace.

## Main Report

### Achievement of pupils

In lessons pupils are eager to learn. They are industrious and strive to give of their best. Pupils are always keen to answer questions. They enjoy working independently and finding things out for themselves, although sometimes they do so at a pace that lacks some urgency. Pupils enjoy working in groups where they willingly contribute their thoughts and listen respectfully to the views of others. Relationships between adults and pupils are very strong. They foster pupils' very positive attitudes and high levels of self-confidence as learners.

Pupils' make good progress and achieve well. Children join the Early Years Foundation Stage with skills that are generally in line with expectations although this varies from one cohort to another. They make good progress because teaching and provision support their learning very effectively. Pupils continue to make good progress as they move up through the school. By the end of Key Stage 2, attainment is above average. School data show that pupils who joined the school following the closure of another local primary school also made good progress. In recent years, boys' attainment has been higher than that of girls. The school is tackling this rigorously by, for example sharpening the focus on tracking girls' progress so that timely and targeted interventions can be provided when necessary. As a result, the attainment gap between girls and boys is narrowing securely. Disabled pupils and those who have special educational needs make good progress because of the effective and dedicated support they receive. School data, supported by inspection findings, show that attainment is starting to rise as girls perform better and the recently introduced 'carousel curriculum' starts to impact positively on pupils' learning.

The teaching of phonics (letters and sounds) is good. As a result, pupils make good progress in developing their reading skills. By the end of Key Stages 1 and 2, attainment in reading is above average. Questionnaires returned by parents and carers are unanimous in showing satisfaction with the progress pupils are making.

## Quality of teaching

Teaching is good. Parents and carers are accurate in expressing their satisfaction with the quality of teaching their children receive. Pupils also say that teaching is good and that they find lessons interesting. Pupils are especially keen on the new 'carousel curriculum' which gives them a wider range of opportunities to do a greater variety of activities and to apply their basic skills in literacy, numeracy, and information and communication technology (ICT) across a wider range of subjects. In a Key Stage 2 lesson, for example, one group of pupils was working unsupervised on solving mathematical problems, another unsupervised group was using ICT to apply spreadsheet technology to analysing problems, a third group was with the teacher practising writing and a fourth group was with a teaching assistant doing art work. This 'carousel' approach to teaching and learning is being introduced across the school. Early evidence suggests that achievement is rising as a result. However, when unsupervised, some pupils work without a sense of urgency and are sometimes unsure about what outcomes they are expected to achieve in a given time.

The quality of teaching in the Early Years Foundation Stage is good. It provides a good balance of teacher-led activities and activities that enable children to discover things for themselves. As a result, children make good progress. Good teaching in Key Stages 1 and 2 builds on the solid foundations laid in the Early Years Foundation Stage. Teaching is confident and assured. It uses assessment data effectively to match tasks closely to the needs and abilities of different groups of learners, although occasionally the level of challenge for higher-ability pupils is set too low. Teachers plan their lessons in detail. They use questioning astutely to encourage pupils to explain their answers and thus extend pupils' speaking and reasoning skills. Most teaching sets tasks that are grounded in practical activities. For example, in a Key Stage 2 lesson, pupils practising their addition and subtraction skills were required to choose items of priced clothing from a rack of various garments which they then used to work out what they could buy with a given amount of money. They completed the task with great enjoyment and made outstanding progress in tackling increasingly challenging tasks. Learning support assistants make a valuable contribution to ensuring that lower-ability pupils make good progress. One-to-one and small-group teaching in literacy and numeracy are especially effective in supporting learning. Targeted sessions to bolster the achievement and confidence of girls are also starting to reap benefits in closing securely their attainment gap with boys. Pupils' work is marked regularly. Teachers' comments give clear indications about what pupils need to do to improve further.

Teaching and the curriculum provide pupils with good opportunities for reflection. Adults are good role models for pupils; they set high expectations for themselves and pupils. This makes a strong contribution to pupils' good spiritual, moral, social and cultural development.

## Behaviour and safety of pupils

Pupils behave exceptionally well and with outstanding levels of respect for others. Returned questionnaires show that almost all parents and carers believe that behaviour gives no cause for concern. Pupils say that they cannot remember the last time any lesson was disrupted by misbehaviour. They say that they feel exceptionally

safe in school and that they have every confidence in adults to tackle any isolated incidents quickly and effectively. School records show that incidents of inappropriate behaviour are extremely rare, as are incidents of bullying of any kind, including racist incidents. During the inspection pupils' behaviour in lessons and around school was exemplary. Pupils are unfailingly polite and welcoming to visitors. Pupils are exceptionally respectful to each other and the adults working with them. The excellence and maturity of their behaviour make an outstanding contribution to their good learning and to the highly positive atmosphere that pervades lessons and play-times. Pupils who are new to the school are welcomed by staff and pupils so that they quickly settle into school routines and respond positively to the high expectations that are set. Disabled pupils and those who have special educational needs are treated with unerring respect, patience and understanding.

The school has very comprehensive procedures in place to check on and promote attendance. As a result, and because of pupils' very positive attitudes towards school, attendance levels are high. Punctuality to school and to lessons is consistently good. Pupils say how very safe they feel in school. Parents and carers are unanimous in feeling that the school keeps their children safe. Pupils talk knowledgeably about the dangers inherent in using the internet. They understand fully what constitute potentially dangerous situations and how to avoid them or deal with them sensibly.

### **Leadership and management**

Good and improving leadership and management at all levels have tackled successfully the challenges of catering for the arrival of pupils from another primary school. The good achievement and the excellence of pupils' personal development identified at the time of the previous inspection have been maintained. Revisions to the good and improving curriculum, which provides increasingly effective support for learning, are starting to accelerate progress and achievement further. The gaps in attainment between boys and girls are closing securely and indicate the school's good and improving effectiveness in promoting equality of opportunity. These factors demonstrate the school's strong capacity to continue improving further.

Leaders and managers evaluate the effectiveness of the school accurately. Teaching and learning are monitored regularly and reliably. The outcomes are used effectively to target the professional development of staff and drive improvement. Good quality planning provides the school with a sharp focus on improvement. Teamwork in pursuit of raising achievement further is strong across the school. The knowledgeable governing body is very supportive of the school's work. It provides good levels of challenge to hold the school rigorously to account. The governing body and the school's leaders and managers are meticulous in ensuring that safeguarding policies and procedures fully meet requirements.

Leaders and managers have forged excellent relationships with parents and carers who are exceptionally supportive of the school. Strong relationships with outside agencies have also been forged to provide specialist support for pupils whose circumstances may make them vulnerable and for disabled pupils and those who have special educational needs.

The outstanding quality of pupils' spiritual, moral, social and cultural development is seen in the excellence of their behaviour, their very high levels of respect for others and in their deep understanding of those who are different by circumstance, ability, culture or religion.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 February 2012

Dear Pupils

**Inspection of Blackrod Anglican/Methodist Primary School, Bolton – BL6 5DE**

Thank you for the warmth of your welcome during the recent inspection of your school.

You go to a good school. It was very pleasing to see how proud of it you are and this is reflected in your excellent behaviour. You told us how much you enjoy being at school and this is obvious from your high levels of attendance - well done! Your parents and carers are also very pleased with the education your school provides for you. The adults working with you provide you with excellent care and support, with the result that you feel exceptionally safe in school. You make good progress in your learning as you move up through the school and achieve well. The exciting 'carousel curriculum' is helping you learn even more effectively so that there are early signs that your attainment and achievement are starting to rise even further. It was reassuring to see that girls are now starting to close the gaps in attainment with boys – keep this up!

In order to make your school even more successful, we are asking it to make sure that more teaching is outstanding so that:

- you are always appropriately challenged, especially those of you who are quick learners
- you are always clear about what teachers expect of you
- you always work at a fast enough pace when you work unsupervised during 'carousel' activities.

I am confident you will continue to work hard and help your school go from strength to strength in the coming years.

I wish you the very best for the future.

Yours sincerely

Stephen Wall  
Lead inspector

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