

Eagley Infant School

Inspection report

Unique Reference Number	105177
Local Authority	Bolton
Inspection number	355721
Inspection dates	3–4 November 2010
Reporting inspector	Mark Williams HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Mrs Dorothy Wrigley
Headteacher	Mrs Cathryn Antwis
Date of previous school inspection	5 November 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors visited every class at least twice, observing 16 lessons and seeing eight teachers and one higher level teaching assistant teach. Meetings were held with the senior leaders, groups of staff and pupils and the Chair of the Governing Body. Inspectors observed the school's work and looked, for example, at the school's and the local authority's information about pupils' attainment; a range of documentation relating to safeguarding; and monitoring records and plans for improvement. They also scrutinised the responses from the 111 parents and carers and 19 staff questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether or not groups of children and pupils, for example boys, those with special educational needs and/or disabilities and those who are more able make even progress in their learning and progress across the school.
- How well the school has made progress in improving writing standards across the school and the effectiveness of measures to bring these standards in line with those attained in reading and mathematics.
- Whether or not teaching and the curriculum meet the needs of children and pupils to allow them to make the best progress they can.
- How well pupils demonstrate an increasingly wider awareness of cultures other than their own.
- The rigour of the school's formal systems for self-evaluation, including how well stakeholders are involved in these.

Information about the school

The school is average in size. It comprises of a Nursery class and two Reception classes which form the Early Years Foundation Stage, and two classes in both Years 1 and 2. The majority of pupils are of White British heritage. A very few pupils speak English as an additional language. The proportion of pupils known to be entitled to a free school meal is below average, as is the proportion of pupils with special educational needs and/or disabilities. The school provides extended care facilities for pupils before and after school, sharing this provision with pupils attending the local junior school. This provision is subject to a separate inspection.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Leaders, staff and governors have been successful in establishing a warm, friendly and caring environment in which the children and pupils of Eagley Infant School are safe and make satisfactory progress in their learning. Overall, the school provides its children and pupils with a satisfactory education. Levels of care, guidance and support are good with, for example, leaders ensuring children and pupils benefit from positive male role models. Equally good are relationships with parents and carers.

Outcomes for pupils are satisfactory. By the time they leave school they attain standards in reading, writing and mathematics which are in line with national averages. These represent satisfactory progress from starting points in Nursery which are broadly typical for their age. This progress could be better for all groups of children in the Early Years Foundation Stage and pupils in Years 1 and 2. This is because there is a lack of clarity about these starting points as assessments made of children's skills and abilities on entry are not always carried out promptly. In addition, within the overall satisfactory teaching and curriculum, children and pupils are not always clear about what they are to learn and this leads, for some, to a lack of engagement in their learning. Nonetheless, the school is showing a determination to increase children's and pupils' engagement and independence with, for example, the exciting Forest Schools work in the Early Years Foundation Stage and through a complete re-think of its curriculum.

At the last inspection the school was asked to make improvements in two areas: first, to raise standards in writing across the school and, second, to establish rigorous formal systems for leaders to monitor and evaluate the school's work. It has achieved more success in the first area, with writing standards rising year-on-year after a dip in 2008. Successes in the second area for improvement have only been evident recently. This has meant that while leaders' and governors' evaluation of the school's strengths and areas for development is generally accurate, it is less clear how actions will impact on outcomes or how actions are followed up to provide the evidence to prove their assertions. In addition, within the Early Years Foundation Stage, the cohesion between the Nursery and Reception classes is at a developmental stage and school policies and audits of provision are not always sufficiently refined to take into account the needs of the children in this key stage. These features demonstrate why the school's capacity for sustained improvement is satisfactory rather than good.

A key success of the school is the good personal development of the children and pupils. Their attendance is above average and, since the last inspection, there has been an improvement in behaviour. It, with one or two exceptions when pupils are not as engaged in their learning as they could be, is now good. Children and pupils enjoy the responsibilities they hold and show an increasing understanding of cultures other than their own.

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What does the school need to do to improve further?

- Improve rates of progress in the Early Years Foundation Stage and in Years 1 and 2 so that it is at least good by ensuring that:
 - the information the school holds is used more systematically to plan lessons which make clear what the children and pupils are to learn
 - all activities within the school's new curriculum have a clear learning focus
 - independent tasks ensure all children and pupils are fully involved in their learning.
- Strengthen the rigour of the school's self-evaluation by ensuring that:
 - plans for improvement make clear what are the outcomes intended for children and pupils
 - planned actions are followed up on time
 - the evidence to support the school's judgements of its effectiveness is well documented.
- Strengthen cohesion in the Early Years Foundation Stage by:
 - bringing together more systematically the practice in the Nursery and Reception classes
 - ensuring school policies and audits are sufficiently refined to reflect the needs of the younger children in the school
 - ensuring assessments of children's skills and abilities on entry to Nursery are carried out more promptly to clarify their starting points.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The achievement of pupils, including those who have special educational needs and/or disabilities, is satisfactory. From starting points in Nursery which are broadly typical for their age pupils attain standards in reading, writing and mathematics that are average by the time they leave at the end of Year 2. Immediately following the last inspection standards dipped but have since risen year-on-year. Pleasingly, standards in writing for both girls and boys are rising. Pupils have increasingly better opportunities to write for a range of purposes including letters relating to Remembrance Sunday and reports about how to make a toy car travel faster in science. Indeed, leaders and staff have made the correct decision and worked hard to provide opportunities for pupils to put the skills they are developing in reading, writing and mathematics into practice across the curriculum. The impact on improved progress and raised standards is, however, not yet sustained. This is because this work is at an early stage and lesson plans do not consistently make clear to pupils what it is they are to learn. This lack of clarity is sometimes displayed by the pupils, some of whom are not engaged in the range of activities. Pupils are, nonetheless, making good progress in learning French. In an outstanding lesson, taught by a higher level teaching assistant, Year 1 pupils were able to converse with the assistant

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and each other in simple yet fluent sentences in French about their ages, numbers and colours. This growing ability to be able to speak and listen in another language along with rises in basic skills of literacy and numeracy are factors why pupils in this school are demonstrating good skills that will contribute to their future economic well-being.

Behaviour is good and is one of the reasons why pupils feel safe. Other reasons, as demonstrated in discussions with inspectors, include their awareness of road safety, what to do if a stranger approached them, and how to react if the fire alarm sounded. They enjoy physical and outdoor activity, participate in the range of opportunities afforded them and make healthy choices. They are making good contributions to the school through, for example, being members of the Garden Gang and providing ideas to how the Key Stage 1 play area may be improved. The result of this is that amphitheatre style seating is being constructed. In addition to these good attitudes and attributes pupils are increasingly aware of the needs and lifestyles of others. They are, for example, knowledgeable about how people in Zambia live and recognise that both Christian and Muslim folk pray in their respective places of worship. Coupled with the way they care for and support one another, and the genuine delight they show when they get things right, indicates why their spiritual, moral, social and cultural development is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

A strength of the school is the good level of care, guidance and support provided. Good arrangements, for example, are in place to support children and parents and carers on entry to the Nursery and when pupils go to the junior school. Pupils who have special educational needs and/or disabilities benefit from individual plans which are written in language they can understand. Very nearly all the parents and carers who responded to the inspection questionnaire expressed confidence in the school's ability to keep their children safe. The impact of these good levels of support is evidenced in the good attitudes and attributes displayed by the pupils themselves.

Teaching, the use of assessment to support learning and the curriculum are all satisfactory. The school holds a good deal of information about what pupils can and cannot do but teachers do not always make best use of this information when planning lessons, so that it is not always clear what is to be learned. As a result lesson plans often resemble tasks to be completed. This lack of clarity is sometimes transferred to pupils, some of whom wander around the classroom areas rather than focus on their learning. On other occasions, particularly within the bold, new curriculum, there are too many activities planned. This means that adults cannot check thoroughly enough what pupils are learning.

There are, nonetheless, good and outstanding aspects of teaching and the curriculum which the school can build on. For example, the deputy headteacher and higher level teaching assistants showed examples of very strong teaching which makes clear to pupils what they are to learn and engages them in their learning well. Where teachers are most confident in using the information they hold about pupils they are able to adapt lessons quickly to better suit pupils' learning needs. Examples of this confidence were observed in Key Stage 1 letters and sounds and mathematics lessons. In both cases the teachers quickly realised that their pupils were either lacking in some clarity about what to do or were not understanding the concepts being taught. Very quickly they changed track and approach so that, in the end in both lessons, good progress was made. Good elements of teaching and learning were also evident in all of the satisfactory lessons observed. In Key Stage 1 history lessons the teachers either stimulated pupils' interest well by dressing up as Guy Fawkes or by giving focused support to pupils who were imagining they were homesick soldiers writing letters to loved ones. Stronger aspects of the curriculum include the good use of information and communication technology and the dividing of space and resources in each of the year group areas into learning zones, for numeracy, writing and role play for example. In these zones boys and girls equally enjoyed dressing up in the castle or donning hard hats in the construction zone. In addition, there is a good range of extra-curricular activity and visits to support learning.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management have successfully ensured that staff and governors are committed to providing improved learning opportunities for children and pupils. In that sense the school's ambition is good. However, the appropriate measures which have been put into place, have not yet had time to impact as strongly as the school would wish. Where measures have been in place longer there has been a lack of rigour in checking their effectiveness. As a result while leaders and the governing body have a generally accurate view of the school's effectiveness they do not always possess the evidence to support their assertions firmly. Therefore, as was the case in the last inspection, gaining rigour in monitoring and evaluating the school's work remains an area for improvement.

Effective policies are in place to ensure pupils are safe. Leaders recognise there is not enough systematic monitoring of the effectiveness of their policies in this area; for example, by identifying the successes and patterns emerging from the red and yellow card system to promote positive behaviour. It is this lack of rigour in checking that makes safeguarding satisfactory rather than good.

There are a number of areas where the impact of leaders is good. Parents and carers are very positive about the school and partnerships, with the local authority and the local junior school, to provide well attended before and after school clubs for example, are strong. Leaders are aware that children and pupils in infant schools meet good male role models less often than older pupils in other schools. To ensure the children and pupils do so, males are regular and consistent visitors to the school. This, coupled with the school's determination that children and pupils should participate in activities such as music festivals, often with much older pupils, demonstrates why the promotion of equality of opportunity and the tackling of discrimination is good. Likewise, the school promotes community cohesion well, as seen in the pupils' awareness of cultures other than their own and the care they are taking to ensure the neighbouring wooded area is a good and safe place to visit.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides a warm and welcoming environment for both children and their parents and carers. Children are happy and settle in well. They quickly become familiar with the routines expected and are keen to share their learning with each other and adults. They particularly enjoy, as observed during the inspection, using the well-resourced outdoor play area, and especially so in the rain, where they happily used squeegies to wash the windows, filled up their buckets with sand and water, rode on their bikes, and planted winter bulbs. Such learning opportunities are of good quality. A further strong feature of provision is the 'Forest School' work which has seen Nursery children visit a local wooded area to learn about and respect the local wildlife. Through this clearly defined and purposeful work, led very effectively by another of the school's higher level teaching assistants, children learn good team work skills and safety awareness. This work has just been extended to the Reception children. Despite these strengths, the overall outcomes for children and the progress they make by the time they enter into Year 1 is satisfactory. This is because the assessments made of children's skills and abilities on entry are not always carried out promptly to make clear the starting points of the children. The cohesion between the Nursery and Reception classes in terms of expectations and provision is still developing, meaning that teaching and learning varies between good and satisfactory. This has led to some inconsistency. For example, during the inspection, the clarity of purpose in a Nursery session surrounding learning focused on body parts resulted in children being fully and actively engaged. This good quality activity and learning was not consistently evident throughout the Early Years Foundation Stage. Such features, combined with the need to ensure that the school policies and audits of provision are better refined to take into account the needs of these the youngest children in the school, confirms why the overall effectiveness of the Early Years Foundation Stage is satisfactory rather than good.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are very positive about the school. They commented particularly on the positive atmosphere and the approachability of staff. A few parents and carers expressed concerns about behaviour. Inspectors have judged behaviour to be good but have suggested to the school it checks more systematically its work in this area: the impact of the red and yellow card system for example.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eagley Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	67	34	31	1	1	0	0
The school keeps my child safe	72	65	37	33	1	1	0	0
My school informs me about my child's progress	39	35	65	59	5	5	1	1
My child is making enough progress at this school	47	42	58	52	4	4	0	0
The teaching is good at this school	63	57	43	39	3	3	0	0
The school helps me to support my child's learning	45	41	54	49	8	7	0	0
The school helps my child to have a healthy lifestyle	61	55	45	41	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	56	41	37	0	0	0	0
The school meets my child's particular needs	59	53	45	41	5	5	0	0
The school deals effectively with unacceptable behaviour	45	41	50	45	5	5	3	3
The school takes account of my suggestions and concerns	35	32	59	53	7	6	0	0
The school is led and managed effectively	59	53	43	39	6	5	1	1
Overall, I am happy with my child's experience at this school	65	59	39	35	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



5 November 2010

Dear Children

Inspection of Eagley Infant School, Bolton, BL7 9LN

On behalf of Mrs O' Keeffe and Mrs Bishop I want to thank you for the very warm welcome you gave to the inspection team when we visited your school recently. We enjoyed meeting with you and listening to what you wanted to tell us. We could see that you are happy at school and feel safe. You showed that you have a good understanding of what the Remembrance Day poppy means and also showed us in your writing in Year 2 that you thought very deeply about the feelings of soldiers. We were impressed by how quickly the youngest children in the school (those in Nursery and Reception) have settled in and, my goodness, after seeing you play in your outdoor area we would like to hire you to clean our cars and windows!

We have decided your school provides you with a satisfactory education. By the time you leave to go to junior school you are able to read, write and be mathematicians as well as children your age in other schools. In French, though, you are doing better than most of your age. Tres bien!

To help your school improve we have asked that the staff and governors:

- to help you make good progress by having lessons which make you clear about what you are to learn and ensure you are always involved in this
- check that in all their planning it is clear what it is they want for you
- to make sure what is going on in the Nursery and Reception classes is shared more regularly.

We wish you well for the future, particularly with your 'Forest School' activities, which we know the Nursery and Reception children enjoy so much!

Yours sincerely

Mr Mark Williams

Her Majesty's Inspector

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