

Church Road Primary School

Inspection report

Unique Reference Number	105152
Local Authority	Bolton
Inspection number	355712
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	Stephen Wall

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Mrs Janet Whitehouse
Headteacher	Mrs Catherine Fenton
Date of previous school inspection	3 December 2008
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Introduction

This inspection was carried out by three additional inspectors. Eight lessons were observed in Key Stages 1 and 2 taught by seven teachers. Observations of teaching and learning were also carried out in the Early Years Foundation Stage involving a variety of staff. The inspectors held meetings with the Chair and vice-chair of the Governing Body, staff, groups of pupils and the School Improvement Partner. The inspectors observed the school's work and looked at the monitoring of pupils' progress, the school's self-evaluation and its planning for improvement, and documentation relating to safeguarding. Questionnaires from 81 parents and carers were scrutinised together with those returned by staff and pupils.

- How well pupils achieve, especially in Key Stage 1.
- How effectively the school promotes attendance and tackles persistent absence.
- How effectively leaders and managers have driven the school forward since the last inspection and what this demonstrates about the school's capacity to improve further.

Information about the school

Church Road is slightly larger than the average size primary school. The proportion of pupils known to be eligible for free school meals is above average. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The number of pupils joining and leaving the school at various times during the school year is above average. The school has been awarded the Eco Bronze Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The outstanding Early Years Foundation Stage provides exceptionally well for children's needs and enables them to get off to an excellent start. The school has improved significantly since the last inspection in nearly all areas of its work, because leaders and managers evaluate the school's effectiveness accurately and use the outcomes to tackle weaknesses with determination. As a result, teaching and the curriculum have improved significantly; both are good. They are impacting positively on attainment and achievement, both of which are rising rapidly. The significant improvements that have taken place since the last inspection demonstrate clearly the school's good capacity to improve further.

Pupils, including those with special educational needs and/or disabilities, make good progress. By the end of Key Stage 2 attainment is broadly average and rising rapidly for all groups of pupils. Changes to the organisation of Key Stage 1 to provide more effective teaching and closer curricular links with the Early Years Foundation Stage are enabling pupils to make much more rapid progress than was previously the case. Pupils say they feel safe in school because of the good care, guidance and support the school provides for them. Pupils say how much they enjoy school. Their behaviour is good. They are respectful to the adults working with them and to each other. Pupils are polite and welcoming to visitors. Attendance is broadly average. It is showing some recent signs of improving. The proportion of children who are persistently absent is falling but is still too high. The school promotes attendance and tackles absence with a variety of appropriate actions. However, the school accepts the need to explore further initiatives to improve attendance and raise the profile of its importance with parents and carers, especially those of pupils who are too frequently absent.

The headteacher, very ably supported by the deputy headteacher and a good governing body, has tackled weaknesses with steely determination. Staff have responded positively to a regime of high expectations; teamwork across the school is strong in pursuit of improvement. Rigorous monitoring and an effective programme of professional development for teachers and teaching assistants have provided the key to unlocking the potential in much teaching that was judged satisfactory at the last inspection. The promotion of community cohesion is satisfactory. While the school carries out an appropriate range of activities, leaders and managers do not plan them coherently enough nor evaluate their impact with sufficient rigour.

What does the school need to do to improve further?

- Bring about more rapid improvement to attendance by:

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- exploring and expanding the range of activities to promote good attendance and reduce persistent absence
- making sure that the school promotes more effectively the importance of good attendance with parents and carers, especially the parents and carers of pupils who are persistently absent.
- Improve the promotion of community cohesion by:
 - improving planning to give more coherence to the school's activities to promote pupils' understanding and appreciation of diverse cultures and religions locally, in Britain and further afield
 - evaluating more rigorously the impact of actions.

Outcomes for individuals and groups of pupils**2**

In lessons pupils are well behaved. They have positive attitudes to learning. Pupils are keen to answer questions. They enjoy working in small groups and with partners when they listen respectfully and contribute their ideas constructively. They make most rapid progress when they are actively involved. For example, in one highly effective lesson pupils were asked to act out characters from a story. They did this with great gusto and showed very good understanding of how different settings affect the behaviour and emotions of different characters. In the Early Years Foundation Stage children start with skills that are generally quite a bit lower than expected. By the end of Key Stage 2 attainment is broadly average. This represents good achievement. School data shows, and inspection evidence confirms, that attainment is rising rapidly. A legacy of weaker progress in Key Stage 1 has been overcome by the targeted changes that have been introduced. Pupils with special educational needs and lower attaining pupils also make good progress because of the effective support and interventions they receive.

Pupils have good understanding of the importance of healthy lifestyles. Even the youngest pupils can say what foods are good for them and what are best enjoyed in moderation, and why. Participation rates in the wide range of sporting enrichment activities are high. Pupils are proud of their school. They enjoy taking on responsibilities by becoming, for example, play leaders. They are active fund raisers for a range of local and world-wide charities. Pupils' good levels of self-confidence, good manners, their positive attitudes and their rapidly improving attainment in English, mathematics and information and communication technology means that they are well prepared for success in the next steps in their education. Pupils' good spiritual, moral, social and cultural development is evident in their good behaviour, their respect for each other and their willingness to discuss and accept other religions and cultures. They enjoy assemblies where they are given many opportunities for quiet reflection.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	3
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

How effective is the provision?

Teaching is consistently good; some is outstanding. Teachers make good use of assessment data to match tasks to the needs and abilities of different groups of pupils. Lesson objectives are clear so that pupils know what is expected of them.

Teachers plan a variety of activities to keep pupils engaged and interested in their learning. Very occasionally, teachers talk for too long with the result that some pupils, especially those with shorter concentration spans, become frustrated and their progress slows. Teaching assistants are used skilfully in lessons and especially in intervention classes. Teachers mark pupils' work regularly. Comments are consistently helpful in showing pupils what they need to do to improve. The high expectations teachers set when they mark pupils' work results in pupils presenting their work very neatly and with obvious pride.

The well-managed, creative curriculum effectively engages pupils in their learning and adds to their enjoyment. Pupils speak knowledgeably and enthusiastically about the topics they study. The introduction of a whole-school calculation policy and 'Big Writing' are proving highly effective in driving up attainment in mathematics and literacy. The school provides pupils with a good range of extra-curricular activities in sports and the arts. There are regular educational trips out, often accompanied by members of the governing body.

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The school has effective and comprehensive systems in place to care for and support the significant number of its most vulnerable pupils and the increasing number of pupils who join the school during the school year. Induction arrangements into the Early Years Foundation Stage and transition to secondary school are well managed and effective. Pupils say how caring the adults working with them are. The work of the Early Intervention Connexions team is helping forge good links with the parents and carers of pupils who are persistently absent.

These are the grades for the quality of provision

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

How effective are leadership and management?

The strong and insightful leadership of the headteacher and deputy headteacher has been pivotal in driving the school forward and embedding ambition effectively. Middle leaders and managers are becoming increasingly confident in their roles and in the successful drive to raise attainment. They are taking on increasing levels of responsibility and relish their tasks. The governing body is knowledgeable and holds the school effectively to account. Good relations with parents and carers have been forged. They are kept well-informed about their children's progress. Regular, lively newsletters keep them well-informed about the life of the school. As the school improves, parental confidence is returning. The number of parents and carers choosing the school for their children is growing very significantly. Good partnerships with other schools and outside agencies add to the good quality of care and support the school provides.

The school is successful in including all pupils fully and providing good provision for equality of opportunity. Any differences in achievement between different groups are closing rapidly. For example, the previous gap between pupils known to be eligible for free school meals and those who are not known to be eligible are closing rapidly as improved teaching and the more effective use of assessment targets their needs more closely. Pupils are tolerant and understanding of those who are different.

The school has comprehensive procedures for safeguarding which fully meet requirements. Checks on adults in contact with pupils are carried out meticulously. Risk assessments are detailed. Training in child protection issues is carried out regularly and is of good quality. The governing body reviews policies and procedures for safeguarding and health and safety regularly and with a fine tooth comb.

The school is a harmonious community. It works well with the local community where the school's good name and reputation are being rapidly restored. Pupils undertake study walks in the locality to gain understanding of the diverse cultures and religions.

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surrounding them. However, much of what the school does to promote community cohesion is not planned coherently and the evaluation of its impact is at an early stage.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Leaders and managers in the Early Years Foundation Stage are outstandingly effective. They are exceptionally knowledgeable and provide a laser sharp focus on making sure that children get off to the best possible start in school. Planning is exceptionally well-managed so that adults and children know exactly what they are expected to do at various times of the school day so that not a minute is wasted. Children's happiness and enjoyment are almost palpable in the busy and purposeful Early Years Foundation Stage unit. Resources are exciting and used exceptionally well to stimulate children's learning and inquisitiveness. The physical environment both indoors and outside is vibrant and extremely welcoming. Outstanding teaching from skilful and dedicated adults ensures that children make excellent progress from their generally quite low starting points. Exceptionally strong foundations for future learning are laid. The progress of each child is assessed meticulously so that individual needs can be identified and met. Care, guidance and support are of the highest order. The support of specialist outside agencies is quickly sought and obtained, as and when necessary, for individual pupils. Relationships with parents and carers are very strong. Parents and carers are kept very well and regularly informed about the progress of their children. Staff encourage parents and carers to become actively involved in their children's experiences and learning. Children work and play in an exceptionally safe and caring environment. Attention to safeguarding is meticulous.

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	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a broadly average number of returned questionnaires from parents and carers. Most questionnaires show that parents and carers are happy with the education the school provides for their children. A few responses, however, indicate concern at the school's handling of unacceptable behaviour. Inspectors looked closely at behaviour in lessons and around school. They found it to be good. There can be no doubt that the behaviour of a very small minority of pupils can occasionally be challenging. However, the inspectors were satisfied that the school has done much effective work to overcome a legacy of poor behaviour and that effective procedures are now firmly in place to deal with it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Church Road Primary 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	57	33	41	1	1	1	1
The school keeps my child safe	48	59	32	40	1	1	0	0
My school informs me about my child's progress	37	46	39	48	4	5	1	1
My child is making enough progress at this school	34	42	43	53	3	4	1	1
The teaching is good at this school	37	46	38	47	4	5	1	1
The school helps me to support my child's learning	31	38	45	56	3	4	1	1
The school helps my child to have a healthy lifestyle	33	41	42	52	2	2	1	1
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)	25	31	42	52	2	2	2	2
The school meets my child's particular needs	30	37	48	59	1	1	1	1
The school deals effectively with unacceptable behaviour	31	38	34	42	9	11	3	4
The school takes account of my suggestions and concerns	23	28	48	59	7	9	1	1
The school is led and managed effectively	40	49	37	46	1	1	1	1
Overall, I am happy with my child's experience at this school	42	52	36	44	1	1	2	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



2 February 2011

Dear Pupils

Inspection of Church Road Primary School, Bolton, BL1 5RU

Thank you for making me and the other inspectors welcome during the recent inspection of your school.

Your school has been judged a good school. It has improved a great deal since it was last inspected about two years ago because it is very well led and managed. The teaching you receive is good and is helping you make good progress. Your attainment is improving rapidly. It was pleasing to see your good behaviour and how polite you are – well done! It is obvious that you enjoy school and all it has to offer. It was also pleasing to see how well you get on with the adults working with you and with each other. I was especially impressed with how neatly you present your written work and the obvious pride you take – again, well done!

Most of you attend school regularly but some of you are absent too often, so I am asking your school to make sure it raises the profile with your parents and carers of how important good attendance is, especially with the parents of carers of those of you who are absent too often. I am also asking the school to make sure it is doing everything possible to improve overall attendance. In addition, I am asking your school to make sure that it plans activities more effectively to help develop your understanding and appreciation of diverse cultures and religions in your neighbourhood, in Britain and further afield. I am also asking it to sharpen how it finds out about how successful it is in helping you do this.

I am confident that you will continue to work hard with your teachers to make sure that your progress and achievement continue to improve in the coming years and that your school continues to go from strength to strength.

I wish you every success for the future.

Yours sincerely,

Mr Stephen Wall

Lead Inspector

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