

# Bolton Parish Church CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105229
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355730
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Jane Millward HMI

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Wallington
<b>Headteacher</b>	Mrs J Bunyan
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Kestor Street Bolton Lancashire BL2 2AN
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fourteen lessons were observed taught by eight teachers. Meetings were held with groups of pupils, members of the governing body, staff and a local authority officer. Inspectors observed the school's work, and looked at a range of documentation including the school development plan, pupils' work, pupils' progress data, minutes of meetings held by the governing body, attendance data and safeguarding policies. They analysed 49 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school identifies and supports pupils with special educational needs and/or disabilities.
- The impact of leadership and management on making improvements.
- How teaching and learning supports the raising of achievement.
- The quality of personal development and well-being.

## Information about the school

Bolton Parish Church of England is an average sized primary school. The proportion of pupils known to be eligible for free school meals is higher than the national average. Pupils attending the school are predominately of White British or Pakistani heritage and there are high numbers of pupils who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is lower than the national average. High numbers of pupils join and leave the school part way through their education. The school holds awards for Basic Skills and Healthy Schools.

**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

Bolton Parish Church of England Primary School is a satisfactory school. Pupils enjoy learning and say they feel happy and very safe. Behaviour is good and pupils are extremely polite and courteous. Parents and carers are very supportive of the school and the headteacher and staff provide good care, guidance and support for pupils and their families.

The quality of teaching is satisfactory and there are examples of good practice. The Early Years Foundation Stage is a strength of the school, providing stimulating experiences and effective learning opportunities that help children make good progress. Through Key Stage 1 and 2 the rate of progress slows and overall pupils make satisfactory progress. There is little difference in the progress of different groups although more-able pupils do not always reach their potential because lessons do not suitably challenge them. Lessons are most effective when planned activities are closely matched to pupils' individual needs, a variety of teaching styles are used and pupils are actively involved. In such lessons the pace of learning is brisk. However, these features are not consistent across the school. Teaching assistants know the children very well and therefore are able to give good support and challenge which facilitates learning. Marking is inconsistent across classes and subjects. It mostly affirms the pupils' efforts, but does not always guide them to improve. The school's provision to care for, guide and support pupils is good. Pupils who are potentially vulnerable and at risk are well supported and their records are meticulously kept and used well to support better learning. The school knows its pupils and families well. Procedures to improve attendance are rigorous and starting to improve, but attendance rates still remain below average. Statutory requirements in respect of safeguarding are met as are welfare requirements. Safeguarding records are very well maintained and safeguarding has a high priority in the school and among staff.

The new leadership team, is developing a rigorous monitoring cycle for leaders and managers at all levels which is having a positive impact on improving the quality of provision in the school. The headteacher has engaged with support from the local authority, which is starting to have a positive impact on the quality of teaching. Developing systems for self-evaluation provide the school with a broadly accurate view of strengths and weaknesses. The headteacher is aware of priorities for improvement and is putting into place systems and procedures to ensure school improvement. However, these procedures are at an early stage of development and not yet fully established to have an impact on progress. Consequently, the school demonstrates a satisfactory capacity for sustained improvement.

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.

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

- Improve the quality of teaching by:
  - ensuring teaching leads to pupils making good progress in lessons
  - ensuring activities are well matched to the needs of all learners
  - developing a consistent approach to the use of assessment and marking
  - ensuring that teachers draw more effectively on the best practice in school so that all lessons are consistently good
  - engaging learners in a more purposeful and relevant curriculum
  - challenging the more-able pupils.
- Improve the effectiveness of leadership and management at all levels to ensure that:
  - monitoring and evaluation arrangements are regular and rigorous
  - the governing body contributes more effectively in evaluating how well the school is doing
  - middle leaders hold the skills required to drive forward school improvement
  - action planning is sharply focused on actions to improve outcomes for pupils based on an accurate understanding of priorities.
- Reduce the level of pupils' absence by vigorously promoting good attendance by:
  - impressing on parents and carers their role in ensuring regular attendance
  - providing more incentives in school to encourage pupils to attend.

## Outcomes for individuals and groups of pupils

**3**

Almost all pupils enjoy their learning and want to please their teachers. They are well motivated and listen carefully. They try their best at all times and are keen to provide support to one another. Children start Nursery with levels of skills and knowledge which are generally below expectations for their age. They make good progress in the Early Years Foundation Stage and leave Reception with attainment that is above national averages in all areas of learning. Pupils make satisfactory progress in Key Stage 1 and enter Key Stage 2 above national expectations. Attainment at the end of Key Stage 1 has been above national expectations for the previous five years. All groups make similar progress although boys do better than girls. When pupils leave Key Stage 2 attainment is above national average and most gains can be seen in the attainment of mathematics. Progress across the school is satisfactory and pupils with special educational needs and/or disabilities make similar progress to their classmates.

Pupils are courteous, well-mannered and helpful. They say they feel safe and know who to turn to if a problem arises. Pupils respect the school community and their environment, for example, collecting litter from the local environment to make their community a better place to live. The garden in the school grounds is used to enhance pupils' awareness of environmental issues and they show a good understanding of the importance of a healthy lifestyle and enjoy practical activities that take place to promote physical skills. Attendance is starting to improve in response to action taken by the school. The school monitors

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attendance rates rigorously and improvements for some groups can now be seen. Examples of enterprise such as the selling of school grown vegetables and visits to the local university ensure pupils develop satisfactory skills that contribute to their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

Working relationships between adults and pupils are very positive. Teaching assistants make significant contributions to lessons ensuring good support to access learning. The quality of teaching is satisfactory overall, and in some classes it is good. Teachers' plans meet the needs of most groups of learners, but there are occasions when the higher-ability pupils are not sufficiently challenged and in some instances, tasks set do not extend pupils' thinking. Marking of pupils' work is inconsistent across classes and subjects. In some cases, it provides clear precise information to pupils on how to improve, but other marking does not impact on learning as it is celebratory and gives no indication of what pupils should do next.

The curriculum is developing and, through a better understanding of the attainment of groups of pupils, aspects of the curriculum are beginning to be better tailored to need. This work remains in the early stages of development and so it is too early to evaluate the impact on pupils' achievement. Learning is enriched through a variety of visitors to the

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school and trips to places of interest. These clearly have a positive impact on pupils' enjoyment. Work is planned, based on a theme, which pupils speak of with enthusiasm.

Pupils are supported well during key points of transition, such as starting school and the move to secondary school. The school works closely with parents, carers and agencies, for example, when supporting particularly vulnerable learners. All pupils are treated with respect and sensitivity, which support them into becoming very confident individuals. Personal development and well-being of all pupils is given a high priority in the school. Through knowing pupils well, the school quickly targets support where it is needed and this has a positive impact on pupils' attitudes, confidence and achievement. This includes rapid intervention, action and review involving external agencies.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

A new leadership team has been established in school and roles and responsibilities have recently been defined. Plans and procedures are now in place to improve systems for tracking pupil progress and secure school improvement. However, as these are in the developmental stage it remains difficult to measure the impact of this work fully. The headteacher has secured a united leadership team who are determined to improve outcomes for pupils. To assist teachers in securing strong outcomes a useful programme of meetings between the senior leaders and class teacher has been introduced. As a result, staff are more accountable for the progress pupils in their class make. Teaching and learning is monitored carefully but the response to identified weaknesses is not yet fully in place. The school is in the early stages of sharing good practice and identifying characteristics of more effective lessons. Leaders acknowledge more needs to be done to challenge where it is most needed.

The effectiveness of the governing body is satisfactory and members take a keen interest in the school. It provides support and fulfils all statutory duties. Governors are becoming more aware of the school's strengths and weaknesses. However they recognise more could be done to challenge the school to a greater degree. Leaders promote equality of opportunity satisfactorily for all pupils and are beginning to plan more carefully to check that all groups achieve equally well as they move through school. There are strong links with parents and carers and the school seeks their views and acts accordingly. Parent and carer working groups, working collaboratively with the school, provide information. For example, by producing leaflets to outline useful advice to support children with their reading.

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The school promotes community cohesion satisfactorily. It plays an active part in the local community and has plans to extend its involvement with communities on a global dimension. Procedures for safeguarding of pupils are robust and the school adopts good practice across all aspects of welfare and safeguarding requirements.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress from below average starting points. Children, including those who are vulnerable due to their circumstances and those who speak English as an additional language make progress commensurate with their peers. Children develop independence, concentration and team work well and are very tolerant of others, assisting and encouraging one another. They work safely, take turns, but also take managed risks in a well developed environment. Children are developing good skills for the future especially with information and communication technology and are keen to solve problems, for example, children sequencing correctly the events in the Billy Goats Gruff story. Adults know the children very well and the key worker system is effective in promoting good achievement and personal development. Children are encouraged to be active learners due to the variety of resources available, including outdoor provision. Activities are carefully planned using the whole learning environment and Nursery and Reception children interact with each other happily. In a short time, the new Early Years Foundation Stage leader has made effective changes to the provision, assessment and welfare arrangements for children. Additional adults are well led, resources are managed well and parents and carers are regarded as an integral part of the children's development and learning. Self-evaluation and data analysis is rapidly becoming more accurate and ensures good provision and outcomes for children.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The great majority of parents and carers who returned the questionnaires are fully supportive of the school. Almost all consider that the school keeps their children safe and were confident that teaching was good. One written comment summarised the view of many, 'I am especially pleased that any issues are dealt with quickly and effectively by all staff. Staff are always available for a chat.' Parents and carers who spoke to inspectors were pleased with the work of the school and felt the care and support given by staff was effective. Inspection endorsed most of these positive views although it judged teaching and learning to be satisfactory, and this is included in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bolton Parish Church CofE 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	55	20	41	2	4	0	0
The school keeps my child safe	30	61	17	35	0	0	1	2
My school informs me about my child's progress	23	47	22	45	2	4	2	4
My child is making enough progress at this school	29	59	19	39	0	0	1	2
The teaching is good at this school	25	51	22	45	1	2	0	0
The school helps me to support my child's learning	27	55	16	33	3	6	2	4
The school helps my child to have a healthy lifestyle	24	49	23	47	1	2	1	2
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)	20	41	21	43	2	4	0	0
The school meets my child's particular needs	21	43	21	43	4	8	0	0
The school deals effectively with unacceptable behaviour	31	63	12	24	2	4	2	4
The school takes account of my suggestions and concerns	19	39	24	49	2	4	2	4
The school is led and managed effectively	28	57	14	29	5	10	1	2
Overall, I am happy with my child's experience at this school	27	55	16	33	1	2	2	4

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



4 March 2011

Dear Pupils

**Inspection of Bolton Parish Church of England Primary School, Bolton, BL2 2AN**

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know we came to see how well you were doing, and what you said helped us with our findings.

Bolton Parish is a satisfactory school. We were very impressed by your behaviour; you know about healthy lifestyles and know how to keep safe. You attain well and you told us you enjoy school. Your teachers take good care of you and teaching assistants provide good support in lessons. Teachers are developing a curriculum to help you learn and the school has good links with a range of partners. The level of attendance of some pupils is low and some of you do not come to school as regularly as you might.

It is our job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on three things in particular.

These are:

- to improve the quality of teaching and learning
- to improve leadership and management in school
- to reduce the level of absence.

We know that you will want to help in every way you can, so please continue to try hard in lessons, keep up your very good behaviour and attend school regularly. I wish you every success in your education.

Yours sincerely

Jane Millward

Her Majesty's Inspector

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