

# Chorley New Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	105178
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355722
<b>Inspection dates</b>	29–30 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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Law
<b>Headteacher</b>	Mrs Janet Coysh
<b>Date of previous school inspection</b>	25 June 2008
<b>School address</b>	Chorley New Road Horwich, Bolton Lancashire BL6 6EW
<b>Telephone number</b>	01204 697835
<b>Fax number</b>	01204 667930
<b>Email address</b>	admin@cnr.org.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twenty-one lessons given by ten teachers were observed. Meetings were held with groups of pupils, the Chairman of the Interim Executive Board, staff and the local authority. Inspectors observed the school's work, and looked at a range of documentation including the school development plan, pupils' work, pupils' progress data, minutes held by the Interim Executive Board, attendance data and safeguarding policies. They analysed 48 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.

- Why attainment had fallen and how the school was halting the decline.
- How teaching and learning supports the raising of achievement.
- The impact of leadership and management on making improvements.

## Information about the school

Chorley New Road Primary School is a larger than 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 heritage and few pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is in line with the national average.

**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

This is a satisfactory and improving school. It cares well for its pupils and provides effective support for vulnerable learners. Safeguarding is good and effective support is underpinned by relationships between staff and pupils. Consequently, pupils enjoy school and behave well.

Since the last inspection there have been considerable changes to staffing, including a new headteacher and the majority of teaching staff. Currently an Interim Executive Board is in place. There is a clear focus by the school to raise attainment and accelerate pupils' achievement. Through careful self-evaluation the school is fully aware of its strengths and areas to develop and plans carefully to tackle identified weaknesses. There is commitment to develop teaching through focused training and support and the school has forged close links with the local authority. Needed change remains in its early stages and its impact is, therefore, difficult to measure.

This illustrates a satisfactory capacity to improve further.

Pupils' progress from a low starting point is satisfactory but is showing recent improvements. Levels of attainment are starting to rise and the school acknowledges that more needs to be done. The school is overcoming previous underachievement through rigorous analysis of assessment, well-focused interventions and improved teaching and learning. As a result, a larger proportion of pupils is now working at average levels, but the impact is not yet showing in the results of national tests. A satisfactory curriculum provides a focus on improving basic skills for all pupils but is not yet fully cross-curricular in its approach. The interests of pupils are not always sufficiently taken on board to engage and enthuse learners. Enrichment opportunities are limited and there is a lack of opportunity to develop skills in after-school clubs at the present time. There are few opportunities to learn about pupils' own heritage and that of others and a lack of promotion of creativity skills.

Teaching is satisfactory with examples of good practice. Most teachers use assessment information effectively to match work to pupils' ability, but this is not consistently the case. Tracking procedures have developed but require further refinement. Pupils know their targets and are generally aware of what they need to do to improve. However, marking of pupils' work is inconsistent. Some comments guides learners to their next steps while others affirm only the efforts of pupils. The schools provision to care for, guide and support pupils is good. Pupils who are potentially vulnerable are well-supported and the introduction of the learning mentor is already having a positive impact.

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?

- Raise attainment and rates of pupil progress in English and mathematics by:
  - – ensuring pupils consistently know how to improve in all subjects through effective marking of their work
  - – tailoring activities that are better matched to pupils' needs
  - – using assessment data better to plan for pupils' next steps in their learning
  - – ensuring consistency in teaching and learning.
- Re-design the curriculum to increase the impact on pupils' achievements by:
  - – incorporating pupils' interests to ensure they are fully engaged in their learning
  - – developing opportunities to enhance creativity
  - – developing pupils' understanding of their own culture and that of others
  - – increasing opportunities for enrichment and after-school clubs
  - – linking writing and mathematics to other subjects.

## Outcomes for individuals and groups of pupils

<b>3</b>
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In most lessons pupils show good attitudes and they enjoy learning. They are keen to learn and work cooperatively together. They behave well in lessons and generally they know their strengths and what they need to do to improve. They are actively engaged in their learning. However, this picture is not yet consistent across the whole school.

Knowledge and skills are generally below what is expected when children enter the Nursery and they make satisfactory progress during the Early Years Foundation Stage. By the end of Year 2 pupils attain below what is expected nationally and no pupils achieve the higher level of attainment. When pupils leave Year 6, attainment is broadly in line with expectations although data for last year shows a decline, most noticeably in English. The school acknowledges attainment is not good enough and has plans in place to halt the decline through interventions and a sharp focus on improving teaching and learning. Current data held by the school show that the commitment to raising standards is beginning to pay dividends and more pupils are now on track to reach age-related expectations. Previous data show too many pupils have not made enough progress but through improvements in leadership and management and teaching and learning better progress is being secured in reading, writing and mathematics. Overall progress is satisfactory, with pupils with special educational needs and/or disabilities making progress commensurate with that of their peers. There remain some inconsistencies in rates of progress between year groups.

Pupils are polite and courteous. They say they feel safe and know who to turn to if a problem arises. They are aware of how to keep themselves and others safe. They understand how to maintain a healthy lifestyle and say they enjoy physical activity in school. However, some pupils told the inspectors they would like the opportunity to be involved in more after-school clubs. Their views are sought and acted upon and the headteacher is keen to involve the pupils further in school life. They readily take on responsibility in school through a prefect system and as school councillors. The school monitors attendance and improvements can be seen in the reduction of numbers of pupils

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who are persistently absent. Pupils enjoy raising money for charity and the contribution to the wider community is satisfactory but less well-developed. Pupils demonstrate sound workplace skills that contribute to their future well-being. Spiritual, moral, social and cultural development is satisfactory. Pupils show a good understanding of how to respect others, but there is a lack of understanding of their own heritage and that of others.

*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>	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
<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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

The overall quality of teaching is satisfactory, with elements of good practice. Common strengths are that positive relationships between pupils and staff promote cooperation and good behaviour. Teachers have good subject knowledge and teaching assistants provide effective support particularly for learners who are vulnerable due to their circumstances. The most effective lessons are based on high expectations, good use of technology and planning which effectively uses assessments to move pupils quickly on in their learning. Pace is delivered in a challenging yet supportive manner and pupils are keen to succeed. They cooperate well with their peers and are actively involved in deciding the success criteria for learning. Where teaching is less effective, teachers do not make full use of assessment information resulting in pupils of different abilities being given similar tasks. This results in some pupils not making the progress of which they are capable. Learning targets which are shared with pupils are beginning to help increase their rate of progress. Generally pupils are aware of what they need to do to improve and older pupils know the

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level of attainment they are working at in English and mathematics. Marking of pupils' work is inconsistent across year groups and subjects. There are examples of good practice, where pupils are guided to their next steps in their learning. However, this is not always the case and some marking just affirms the efforts of pupils and some work remains unmarked.

The curriculum is satisfactory. The school has plans to re-design the curriculum to make it more relevant and purposeful. At the present time the school is focusing on improving pupils' basic skills of reading, writing and mathematics. Pupils are currently being consulted on a new curriculum with a more cross-curricular approach and promotion of creativity. Links between subjects are underdeveloped and enrichment opportunities are insufficient. Pupils told inspectors they would like more extra-curricular activities after school.

The school takes good care of its pupils and everyone is treated with respect and sensitivity. This supports their personal development and well-being. Targeted support is provided for those pupils who are potentially vulnerable which has led to an improvement in behaviour and confidence. The before- and after-school clubs provide a safe and supportive haven for the pupils who attend.

*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?

The recently-appointed headteacher has secured a united team who are fully committed to raising outcomes for all pupils. The senior leaders in school are determined to raise levels of achievement and a focus on teaching and learning is beginning to secure improvements in the quality of provision. The headteacher has a strong sense of purpose for the school. Her vision to raise attainment for all groups of pupils while embracing families is shared by the school community. Rigorous monitoring procedures have been introduced and as such senior leaders have an accurate view of how to bring about needed change. Weaknesses are being tackled with the support of the effective Interim Executive Board. Outcomes are beginning to improve strongly although areas of improvement remain in their infancy and hence their impact is difficult to measure. Tracking and assessment procedures have been developed and as such teachers now hold a more accurate view of the attainment for all pupils. This ensures the school is in a position to intervene more rapidly when pupils start to fall behind. Pupil progress meetings are held every half-term between the headteacher and class teacher where progress of every pupil is discussed and strategies are put into place to ensure all pupils can fulfil their true potential in the future. A raft of professional development has been introduced to

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improve assessment for learning which is leading to improvements in the quality of provision. The Interim Executive Board has an accurate view of the school and is holding the school to account, focused on agreed appropriate areas to improve. It has been a catalyst for triggering improvement and members bring a wealth of expertise. The Interim Executive Board is fully involved in the setting of priorities and fulfils all statutory duties.

Links with parents and carers are developing and the school acknowledges work is needed to improve the school's engagement. Workshops are increasingly organised to support parents and carers with their child's learning and termly parent forums are improving lines of communication. A range of partnerships, for example to support pupils who are vulnerable because of their circumstances has been effective and is supporting generally satisfactory achievement overall. The school promotes community cohesion satisfactorily. It has some involvement in the local community and has plans to extend its involvement with communities to a global dimension. Procedures for safeguarding are robust and the school adopts good practice across all aspects of safeguarding and welfare requirements. The school has satisfactory procedures to ensure there is equality of opportunity for all pupils. Improved tracking is providing a more informed picture of progress so that gaps in performance can be more swiftly remedied.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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 enter the Early Years Foundation Stage with skills that are broadly below those expected for their age. They settle into school life and enjoy imaginative activities through an improved environment. Children develop well and increasingly access a range of independent learning activities in a safe, caring and friendly setting. Adults know the children well which supports their personal development and achievements. Children are encouraged to be active learners due to a variety of resources available, although plans



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are in place to develop the outdoor learning environment further. Activities show a mix of teacher-directed and child-initiated learning and children from the Nursery and Reception class mix well together. Generally, children know how to behave. They increasingly take responsibility for their own actions and make satisfactory progress overall. In a short time the new Early Years Foundation Stage leader has made changes to provision through an accurate view of strengths and weaknesses. Additional adults are well-led and resources are managed well. Self-evaluation and data analysis is rapidly becoming more accurate and action-planning is beginning to secure improved outcomes. Welfare and statutory requirements are fully met.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
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	2

**Views of parents and carers**

There was a lower-than-average response to parents' and carers' questionnaires. The overwhelming majority is supportive of the school and notes significant improvements in recent times. Almost all consider that the school keeps their children safe and that their children enjoy school. One written comment summarised the views of many. 'The teaching staff are brilliant. They have an amazing approach to the children. My child thrives in the class. The teacher is caring and understanding and nothing is too much trouble for her at any time.' Parents and carers who spoke to inspectors were pleased with the school and felt staff were approachable and took any issues seriously. A very small minority of parents felt that behaviour was not always dealt with appropriately. The inspection team investigated this and found the school to be tackling behavioural issues appropriately.

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

Ofsted invited all the registered parents and carers of pupils registered at Chorley New 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	58	19	40	1	2	0	0
The school keeps my child safe	28	58	20	42	0	0	0	0
My school informs me about my child's progress	17	35	28	58	3	6	0	0
My child is making enough progress at this school	19	40	26	54	2	4	1	2
The teaching is good at this school	19	40	27	56	2	4	0	0
The school helps me to support my child's learning	16	33	29	60	2	4	0	0
The school helps my child to have a healthy lifestyle	20	42	26	54	2	4	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)	14	29	24	50	2	4	1	2
The school meets my child's particular needs	17	35	30	63	1	2	0	0
The school deals effectively with unacceptable behaviour	16	33	21	44	9	19	0	0
The school takes account of my suggestions and concerns	16	33	27	56	2	4	0	0
The school is led and managed effectively	17	35	26	54	4	8	0	0
Overall, I am happy with my child's experience at this school	20	42	26	54	2	4	0	0

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.**



31 March 2011

Dear Pupils

**Inspection of Chorley New Road Primary School, Bolton, BL6 6EW**

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.

Chorley New Road Primary School is a satisfactory school and is getting better. We were impressed by your good behaviour and you told us you felt safe at school. You know who to turn to if you have a problem and we agree that your teachers take good care of you. Your attainment is satisfactory but we can see you are starting to attain better in your lessons and are beginning to make faster progress. A new curriculum is being developed to help you learn better and the leaders in school are determined to improve your school.

To improve your school I have asked your headteacher and staff to improve two areas in the school. These are:

- to raise attainment and improve your progress in English and mathematics
- to re-design the curriculum to make sure it impacts on your attainment.

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

Yours sincerely

Jane Millward

Her Majesty's Inspector

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