

# Johnson Fold Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105157
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355715
<b>Inspection dates</b>	11–12 April 2011
<b>Reporting inspector</b>	Marie Cordey

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>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Morgan
<b>Headteacher</b>	Mrs Ruth Dean
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Worston Avenue Johnson Fold, Bolton Lancashire BL1 5UG
<b>Telephone number</b>	01204 333011
<b>Fax number</b>	01204 492062
<b>Email address</b>	office@johnsonfold.bolton.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and observed eight teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports of the school's work. The inspectors also analysed 14 questionnaires completed by parents and carers and also questionnaires completed by pupils.

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

- How well pupils achieve, particularly more-able pupils in mathematics, and boys.
- How effective the quality of teaching and the curriculum are in engaging and challenging all pupils in order to raise attainment.
- Whether outdoor provision for children in the Early Years Foundation Stage has improved.
- The contribution of leaders and managers to sustaining school improvement.

## Information about the school

The school is a little smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils with special educational needs and/or disabilities is well above average. The vast majority of pupils are from White British backgrounds. The school has gained the Activemark for its sports provision and the Inclusion Charter Mark. The governing body runs and manages extended provision in 'The Centre'. Parents, carers and their children under three years old can play and participate in daily activities.

**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. Pupils thrive in the outstanding care and support they receive. They are confident and keen to learn because they are valued and respected as individuals. With good reason, pupils say they feel very safe in this secure and welcoming environment. They are passionate about the importance of leading healthy lifestyles and are strong advocates of the benefits of sport. Pupils enjoy coming to school and their attendance has improved dramatically; it is currently above average. Senior leaders' unequivocal determination to improve the school's performance has resulted in raising pupils' attainment and ensuring that they make good progress.

Good quality teaching helps pupils to secure broadly average attainment by the time they leave school at the end of Year 6. Attainment in writing, reading, mathematics and for boys overall is rising because of high expectations that are shared by all staff and the setting of challenging targets. A minor exception is in mathematics, where greater demands could be made of more-able pupils and address the situation where the attainment of more-able pupils is lower in mathematics than in English. The school has correctly identified the need to provide more challenge in mathematics lessons for the more-able pupils and an increased focus on improving pupils' skills in problem solving and in investigations. The best quality teaching encourages and develops pupils' independence and increases their self-reliance but this is inconsistently replicated across the school. Assessment to support learning has improved and pupils are aware of what their standards are in their work. A few pupils, however, are not fully sure how to make further improvements in their learning. The curriculum is enriching and much enjoyed by pupils.

Children settle down quickly in the Nursery classes because they are well prepared for school life. Children's skills are well developed particularly in speaking and writing. Outdoor learning is much improved because of the creation of very attractive and stimulating landscaped areas with numerous learning and play activities.

Leaders and the governing body have a good understanding and knowledge of their school; procedures for self-evaluation are good. As a result, the school has improved pupils' attainment, tackled weaknesses in teaching, significantly improved pupils' attendance and behaviour, and successfully communicated a vision of high quality education. Exceptional partnerships with outside agencies have helped the school to make significant improvements. Consequently, the school's capacity to improve is good.

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

- Raise attainment, especially for more-able pupils in mathematics, by:
  - providing more challenge and emphasising the teaching of investigational skills and problem solving.

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- Further improve the quality of teaching by:
  - ensuring that targets are clearly understood by all pupils to help them make improvements to their learning
  - focusing more on providing opportunities for pupils to work independently and increase their self-reliance.

## Outcomes for individuals and groups of pupils

2

Children's starting points vary but overall, are well below expectations for their age when they join the Nursery classes. They make good progress in the Early Years Foundation Stage and most pupils begin Year 1 working at below average levels.

Pupils relish learning and welcome the challenge to work on their own to increase their knowledge and independence. In one class, individual pupils competed to produce the best independent research they could to apply mathematical skills to real-life situations. This developed their self-reliance, their enjoyment of study and their problem-solving and investigational skills. When there is less challenge and fewer opportunities to apply their skills, the progress of more-able pupils in mathematics is slower.

The school's determination to raise attainment has led to an improvement in pupils' attainment at the end of Year 6. In the past it was below average, but last year and currently, it is average. Pupils' skills in writing have improved significantly thanks to a concerted school focus. The school is aware of the need to continue to improve pupils' spelling and the presentation of their work. Thoughtful marking and careful planning is leading to improvements in pupils' spelling. Learning and progress are good overall, including for those pupils with special educational needs and/or disabilities, whose achievement is good.

Pupils' good behaviour and their commitment to fairness reflect their positive spiritual, moral, social and cultural development. They appreciate the many opportunities to take part in sport, music and art, for example, to improve their cultural development. Pupils take their many opportunities to assume positions of responsibility seriously and are especially keen to look after each other and contribute to their community. The choir, in particular, is very active in presenting concerts to various community groups.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

Good relationships are a characteristic in lessons and around school. These, and teachers' generally high expectations, set the tone for a climate of achievement and enjoyment. Consequently, pupils reach their challenging targets by the end of Year 6. Lessons are planned to match the interests and abilities of individual pupils and support assistants are used effectively to work with small groups and individuals. Occasionally, when question and answer sessions are prolonged, pupils' engagement with learning is reduced. Careful marking enables pupils to celebrate and improve their work. Occasionally, lesson planning is not matched closely enough to the prior learning of pupils, especially the most able pupils in mathematics and, as a result, they are sometimes insufficiently challenged to achieve higher levels.

Very good enrichment to the curriculum is much appreciated by pupils. They particularly enjoy their participation in the 'Forest School' programme, the many educational visits and visitors and the teaching of 'life skills'. A very rich range of extra-curricular activities is well attended and relished by pupils, particularly wrestling, football and music. Now that pupils' attainment in basic skills is improving, the school is increasingly developing the depth and range of the curriculum. In recent years, the curriculum has strongly focused on promoting the basic skills of numeracy and literacy. This focus has been highly successful. The benefits of extending the promotion of basic skills across the whole of the curriculum have been recognised, for instance by broadening and improving studies in the arts.

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Information and communication technology (ICT) is used well to improve pupils' computer skills, as well as their learning in many other subjects. 'The Centre' is a well-used resource by parents and carers in the local community. They bring their young children to take part in exciting and stimulating play activities on a regular basis. The breakfast club is popular and much appreciated by parents and carers as well as by their children.

A notable feature of the school is the care, support and guidance provided to pupils with barriers to their learning. Pupils with special educational needs and/or disabilities are very well supported to make the most of opportunities provided to become more confident and to raise their self-esteem. Pupils with disabilities receive outstanding support because of specialist support and unstinting care and consideration for their needs. Very effective partnerships support the most vulnerable families and pupils. The school has worked closely and very effectively with the local authority to improve attendance. Pupils are very well prepared for their transition to secondary education because of the school's strong links with local secondary schools and careful planning to reassure and inform pupils. Behaviour has improved significantly because of the very effective systems adopted by the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders are united in their vision to transform and drive the school forward. Differences in pupils' attainment, particularly in writing are narrowing, reflecting the school's effectiveness in contributing to equality of opportunity. The school is firmly committed to eliminating discrimination. This promotes pupils' respect and value of people from different backgrounds. Leaders are developing this further by improving pupils' awareness of the cultural diversity in the area. Safeguarding arrangements are good, helped by the provision of many good training opportunities for staff and members of the governing body. The site has been made secure without losing its attractiveness and provision of a welcoming environment. Risk assessments are rigorous and the health and safety of children and staff is a paramount concern of the governing body. The governing body is very involved in school life and increasingly challenges the school's performance. The management of finances is careful and astute and the school is consequently very well resourced and extremely welcoming for pupils and their parents and carers. The school contributes to a wide range of activities, particularly in the local area. Generous fund-raising benefits a number of local, national and international charities, mostly chosen by pupils. Community cohesion is promoted well although the school recognises the need to develop its international links. Positive links with parents and carers have contributed to improved attendance and increased involvement in their children's learning.

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*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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children are warmly welcomed to the setting and enjoy taking part in the many activities available. Good quality teaching is particularly effective in planning opportunities for children to write, count and read outdoors as well as indoors. Children become engrossed in well-planned activities to stimulate their imagination, such as sand and water play, art, music, ICT and role play. Children's interest is further stimulated because staff act on the children's ideas and help to develop them. Consequently, children's suggestions for activities about pirates prompted them to enthusiastically act out stories and the extremely imaginative use of water to represent the sea. Occasionally, younger children are not sure how to play and learn effectively because day-to-day routines are not fully established. The school has accurately identified the need to guide children more effectively to further develop their independence. Welfare requirements are fully met and reflect the positive relationships between children and adults. The setting is extremely attractive and welcoming. Leadership and management are good and staff work well as a team. Parents and carers are very supportive of their child's learning.



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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

A small number of parents and carers returned completed questionnaires. Of these, the large majority were happy with the school's provision and indicated that their children enjoyed school. Most parents and carers agreed that the school helped their children to have a healthy lifestyle and inspection findings judged this aspect to be excellent. A very small number of parents and carers expressed concerns, for example, about whether their child was safe and whether behaviour was dealt with effectively. Inspectors followed these up and feel that parents and carers should be reassured that safeguarding arrangements are good and that behaviour is managed well.

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

Ofsted invited all the registered parents and carers of pupils registered at Johnson Fold Community 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 14 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	36	8	57	1	7	0	0
The school keeps my child safe	5	36	6	43	1	7	2	14
My school informs me about my child's progress	6	43	5	36	2	14	1	7
My child is making enough progress at this school	5	36	7	50	1	7	1	7
The teaching is good at this school	5	36	8	57	0	0	0	0
The school helps me to support my child's learning	7	50	4	29	1	7	2	14
The school helps my child to have a healthy lifestyle	7	50	6	43	1	7	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)	8	57	4	29	1	7	0	0
The school meets my child's particular needs	5	36	7	50	0	0	2	14
The school deals effectively with unacceptable behaviour	5	36	6	43	1	7	2	14
The school takes account of my suggestions and concerns	3	21	8	57	0	0	3	21
The school is led and managed effectively	4	29	6	43	2	14	1	7
Overall, I am happy with my child's experience at this school	7	50	5	36	1	7	1	7

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.**



13 April 2011

Dear Pupils

**Inspection of Johnson Fold Community Primary School, Bolton, BL1 5UG**

Thank you for the very warm welcome you gave to us when we visited your school recently. We listened carefully to what you had to say and looked closely at the questionnaires you completed. You were all very polite and competed to open doors for us. Thank you and well done!

Yours is a good school. You are cared for exceptionally well and, in turn, you become caring and thoughtful young people. Your work and your attendance are much improved. You are excellent ambassadors for living a healthy lifestyle and made us feel quite guilty! You feel very safe in school. Your behaviour is good and you are very enthusiastic when welcoming visitors. Children in the Nursery and Reception classes are warmly welcomed into school by staff and older pupils and enjoy playing and learning.

You make good progress in your work and your standards in English and mathematics have risen. We have asked your school to concentrate on improving the work of more-able pupils in mathematics. We have also asked your school to give you more opportunities to learn independently. You enjoy seeing teachers' comments in your books and we would like all of you to be sure about what you need to do to make your work even better. You can help by continuing to work hard because we know how keen you are to do your best.

We wish you all the very best for your future.

Yours sincerely,

Marie Cordey

Lead inspector

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