

St John the Evangelist RC Primary School, Bromley Cross, Bolton

Darwen Road, Bromley Cross, Bolton, Lancashire, BL7 9HT

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement over the past three years has required improvement.
- More-able pupils, disabled pupils and those with special educational needs and pupils in Key Stage 1 have not always made the good progress of which they are capable.
- There has not been enough good or better teaching to enable pupils to make consistently good progress. This is partly due to disruptions in staffing over the past three years.
- Not all teachers' marking is telling pupils about what they have achieved and what they need to do to improve.
- Improvements in pupils' achievement, the quality of teaching and improvements in educational resources and accommodation have been adversely affected by staffing and financial constraints.
- Subject leaders do not yet contribute as much as they should to school improvement because their understanding of the strengths and areas to develop in their subjects is not yet accurate enough.

The school has the following strengths

- The recently appointed headteacher and his senior leadership team are having a strong impact in planning for and securing improvements. This indicates school leadership's good ability to make further improvements.
- All staff have responded very well to training in the teaching of letters and sounds leading to recent improvements in pupils' reading and writing skills.
- Governors support and challenge the school very well because they are fully involved in school life and know its strengths and weaknesses.
- Pupils' attendance and behaviour are good. They have very good manners. They feel very safe in school.
- Relationships with parents are very strong. They are very supportive of the school and appreciate how staff teach, care for and support their children.

Information about this inspection

- The inspectors observed eight teachers teaching 15 lessons, including one that was run by four teaching assistants, and they listened to groups of pupils read.
- The headteacher conducted one joint lesson observation with an inspector, who then observed the feedback provided by the headteacher to the teacher about the quality of learning and pupils’ achievement in the lesson.
- The inspectors had meetings with staff, groups of pupils, five governors and a representative from the local authority.
- The inspectors looked at a range of evidence that included: the school’s self-evaluation; the school improvement plan; local authority reports; the school’s website; school policies; pupils’ assessment information; pupils’ work books; governors’ reports and minutes of governing body meetings, the school’s policies and documents relating to safeguarding.
- The inspectors met three parents informally at the start of the school day and considered four letters from parents and 48 responses from parents to the on-line questionnaire (Parent View).

Inspection team

John Ashley, Lead inspector

Additional Inspector

Melvyn Hemmings

Additional Inspector

Full report

Information about this school

- This is a below average sized primary school.
- A below average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children from service families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are White British.
- The school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced recent disruption over the past three years due to several staff changes which has led to pressures on the school's budget. There is now a new headteacher, leadership team and a restructured governing body.
- There is a privately managed breakfast club based at the school, which is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils consistently make at least good progress in both key stages by:
 - teachers having a more accurate picture of the quality of pupils' work so that they can set tasks that challenge all pupils, in particular, disabled pupils, those with special educational needs and the more able, to make the best possible progress
 - improving marking and feedback so that pupils know how well they have achieved in their individual targets and what the next steps are in their work that will help them to improve
 - encouraging pupils to check on their own and each other's work on a regular basis
 - asking questions that help pupils to think about their work and that of others so that they better know what they are learning and why
 - ensuring that pupils' literacy and numeracy skills are checked on and improved in all subjects.
- Further improve leadership and management by:
 - making sure that subject leaders accurately identify the strengths and areas to develop in their areas of responsibility so that they can lead improvements in pupils' achievement and in the quality of teaching
 - ensuring that pupils' literacy and numeracy skills are developed in all subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Most children start school with skills that are typical for their age. Children in the Early Years Foundation Stage are making good progress. They develop their counting skills well and make choices in their activities. They acquire good social skills and learn to take responsibility, for example, when tidying away equipment. They enjoy growing things outside as part of a topic on magic potions.
- By the end of Key Stage 1, too few pupils make better than expected progress in reading, writing and mathematics. However, there are recent signs of improvements in pupils' reading and writing skills, particularly those of the less able pupils. This is because the school's leadership has now identified the group of pupils in need of additional literacy support and has provided a daily session in teaching letters and sounds from trained teaching assistants. Teachers and support staff follow up this work in lessons, for example, when investigating different foods.
- The progress made by pupils at Key Stage 2 over the past three years has required improvement because of disruptions in staffing in Years 3 and 4. In Key Stage 2 over this period, not enough of the more able pupils have reached standards above those expected for their age, but these pupils are beginning to make improved progress because of better teaching. Inspection evidence drawn from lesson observations, work in pupils' books and from the school's checks on pupils' attainment and progress, indicates that pupils' achievement is now beginning to improve at a good rate.
- Due to the recently introduced marking system pupils are responding increasingly well to the advice and support offered by some teachers. For example, an able Year 5 pupil began to make greater use of more advanced punctuation and descriptive terms in his independent writing. As a result of the teacher's advice, Year 6 pupils have made good progress in science when encouraged to work together more to investigate soluble substances. However, not every pupil is clear about how well they are doing or exactly what they need to do to improve because the new marking system is not yet fully applied.
- Where there are some examples of pupils using and applying their reading and writing skills in different subjects, overall these are too few.
- The progress of pupils supported by the pupil premium, disabled pupils and those with special educational needs has been below that of similar pupils across the country, but their reading and writing skills are now getting better because of the provision of extra teaching assistant time, an indication of effective leadership and governance.

The quality of teaching

requires improvement

- The quality of teaching over the past three years has been too variable because of a number of staff changes over this period. There is now more good teaching but not enough has been good or better over the past three years to eradicate fully some underachievement.
- Teaching in some lessons still requires improvement. In some lessons observed, for example, when counting coins or practising times tables, all pupils were expected to recall the same skills at the same time. In such cases, less-able pupils become restless because the task is too hard or more-able pupils become bored because the task is too easy.
- In other lessons, not enough thought had gone into how visual and audio resources could be better used to interest pupils and add to their understanding. Questions are not always used to fully test pupils' knowledge and understanding.
- In some lessons in Key Stage 2, pupils' abilities in reading, writing and number skills are not taken into account when teachers plan lessons to develop pupils' independent writing or when teaching multiplication skills. Although improved, marking and feedback are not always of a

consistently high quality to enable pupils to make the best possible improvement in their work.

- There are recent signs that improvements in teaching, including in English and science and in the use of information and communication technology (ICT), are being made. In good lessons, for example in the Reception class, children develop their speaking and listening skills when using their senses to investigate food ingredients. In an outstanding Year 5 mathematics lesson, teachers and teaching support staff were deployed very well to work with different ability groups when investigating how to plot coordinates. The lead teacher managed the lesson extremely well. The teaching assistant very effectively supported a pupil with special educational needs to complete a challenging task.
- In other good lessons, there was a brisk pace to learning where pupils were encouraged to recall taught skills or knowledge, for example, Year 2 pupils using dice to practise their number skills. In both a Year 3 English lesson and a Year 4 mathematics lesson, pupils were encouraged to develop their writing and numeracy skills by referring to a recent visit to Ordsall Hall as part of a topic on the Tudors. In a good Year 6 science lesson, pupils were encouraged to talk about each other's views and offer critical opinions about whether sugar, flour and sand would dissolve in water.
- In an excellent assembly, the whole school was taught to develop their exceptional singing abilities because of inspiring teaching, use of audio/visual resources and other pupils to demonstrate particular teaching points.
- Pupils receiving additional literacy support, including those who benefit from pupil premium funding are well supported by trained teaching assistants and are making progress in their reading and writing through direct teaching. Information about how well these pupils are doing needs to be more widely shared with all staff and used to help pupils to make better progress in other subjects, for example, as is currently happening in the Reception class.
- Teaching and support staff have benefited from recent training so that there are now more lessons that include good questioning, use of audio/visual resources and accurate assessment of pupils' reading and writing skills. In good or better lessons, disabled pupils and those with special educational needs have work planned by the teacher and support assistant that is just right for them so that they can take a full part in lessons and make at least good progress.

The behaviour and safety of pupils are good

- Pupils' behaviour and their attendance continue to be good and have shown some improvement since the previous inspection. For example, there has been a great reduction in recorded incidents of a racist or homophobic nature, and no recent fixed-term exclusions.
- Pupils' attitudes and behaviour in class are good and there is very little misbehaviour. Pupils make an important contribution to the welcoming and friendly atmosphere at the school. For example, older pupils are encouraged, through the 'seeds and gardeners' system, to care for and support younger pupils in the Early Years Foundation Stage. One parent of a reception child with special educational needs explained that 'the school has embraced their child who has additional needs...the school has been amazing and totally supportive of all those needs.'
- There is a very welcoming and caring atmosphere at the school. Pupils say that, 'we care for each other in our school, especially if someone is left out.' Pupils feel safe in school. They say that there is no bullying because they know how to manage any problems. For example, they refer to how the headteacher has talked to them in assemblies about managing bullying and how there are posters around school which give advice.
- Staff manage pupils' behaviour consistently well. Pupils respond well to the reward systems and like to be included in the 'Golden Book' for their good work and behaviour.
- Pupils are well supervised around school and play safely on the school yard. They show good manners to staff and visitors.
- The reason why behaviour and safety is not yet outstanding is because a small group of pupils

do not always fully join in lessons, either because the work they are set does not challenge them to do their best or does not interest them enough.

The leadership and management are good

- The new leadership team and the governing body clearly know what needs to be done to make the school more successful. They are beginning to make good improvements and this is fully supported by all staff.
- The leadership and management of teaching have improved because senior leaders have used the performance management of teachers very well to identify areas for improvement. These have been followed up through training and have resulted in better classroom practice. However, subject leaders do not yet contribute as much as they should to school improvement because their understanding of the strengths and areas to develop in their subjects is not yet accurate enough.
- Leaders have a clear and accurate view of the school's performance. This has led to actions that have improved pupils' achievement and the quality of teaching. The improvements to teaching have been the result of rigorous checks on its quality.
- The school's curriculum and the links with the local community have improved since the last inspection because pupils are encouraged to learn about different cultures, for example, during an 'African Week'. Whilst educational visits stimulate pupils' imaginative writing and provide a means by which to use and apply their mathematics skills, for example, when creating bar graphs about the Tudor monarchs, there are still too few opportunities for pupils to practise and apply their literacy and numeracy skills across a range of subjects. The curriculum promotes equality of opportunity well.
- Pupils' good spiritual, moral, social and cultural development was in evidence during an excellent assembly where they were encouraged to reflect sensitively upon the World Wars casualties alongside their own bereavements. The school choir regularly performs at events in the local community. There have been links with other faiths through visits to a Hindu temple and a mosque. Three Muslim pupils were encouraged to do a presentation in a school assembly about the Five Pillars of Islam.
- Parents are very supportive of the school and recommend it to other parents because they know that the school provides a safe and stimulating environment for their children. They attend parents' evenings in good numbers and support the school in developing their children's reading and mathematics skills by attending school-run workshops.
- The school meets statutory requirements for safeguarding. The school recruits new staff in accordance with local authority guidelines. The premises are secure and arrangements for school visitors are good. Risk assessments for educational visits are in place.
- School leaders and governors have had very good support from the designated local authority School Improvement Partner because he has supported the school whilst holding it to account with regard to the need for improvements in the quality of teaching and pupils' achievement. His support, following a period of disruption, has enabled the governing body to agree a five year financial plan to move the school forward in these areas, including the development of appropriate staff levels and resources to achieve these aims.
- **The governance of the school:**
 - The governing body is now well organised into committees in which members have particular roles and responsibilities. They have agreed policies and systems for checking on the work of the school and holding senior staff to account. For example, a governor oversees provision for special educational needs and makes regular visits to check on how well the school is meeting the needs of disadvantaged pupils and how well the pupil premium funding is being used. Governors work very well with leaders to ensure that the quality of teaching improves and they take strong action where there are concerns. They have managed the school's finances

well through difficult times in partnership with the local authority. Governors attend relevant training, for example, in child protection and safeguarding policies and practices, which enhances their skills.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105249
Local authority	Bolton
Inspection number	400770

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Peter John
Headteacher	John Carroll
Date of previous school inspection	23 September 2009
Telephone number	01204 333440
Fax number	01204 333441
Email address	office@st-johns-bromley-cross.bolton.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk

© Crown copyright 2012

