

Chorley New Road Primary School

Chorley New Road, Horwich, Bolton, Lancashire, BL6 6EW

Inspection dates 19–20 February 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Early Years Foundation Stage.
- Pupils make good and occasionally outstanding progress from their different starting points and achieve well.
- Teaching is mostly good and sometimes outstanding.
- Pupils behave well in lessons and when playing outside. They enjoy school, feel safe and are positive about their learning.
- Strong, supportive relationships help pupils to thrive.
- The headteacher provides strong leadership, high expectations and a clear vision for improving the school further.
- Senior leaders and governors share this vision. This has led to successful improvements since the last inspection in the Early Years Foundation Stage, the quality of teaching and pupils' achievement. As a result, standards are rising quickly.

It is not yet an outstanding school because

- Not enough teaching is outstanding and a small amount is not yet good enough to accelerate progress further.
- Although standards are rising, too few pupils reach the higher levels, especially in mathematics.
- The role of subject leaders is underdeveloped, as they are not yet fully involved in improving the quality of teaching and pupils' progress.
- Plans drawn up by leaders to increase achievement are not always precise enough in how they will improve pupils' learning.

Information about this inspection

- Inspectors observed 18 lessons, one of which was a joint observation with the headteacher. In addition, inspectors made a number of short visits to lessons, scrutinised pupils' work and listened to them read. They also observed children at play and during lunchtimes.
- Discussions were held with groups of pupils, staff and members of the governing body. Inspectors also met a representative of the local authority and took account of nine responses to a staff questionnaire.
- Inspectors observed the school's work and scrutinised various documents, including the school's self-evaluation and the school development plan. They also checked monitoring reports from the local authority and other outside agencies, notes from the school's monitoring of teachers' work, behaviour logs and records relating to safeguarding.
- Inspectors checked records of pupils' past and current progress.
- Inspectors took account of 23 responses to the online questionnaire (Parent View) and considered findings from surveys of parental opinion organised by the school.

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Paul Latham

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, for pupils known to be eligible for free school meals and for children from service families, is well above the national average.
- The proportion of pupils learning English as an additional language is low.
- The proportion of pupils whose learning needs are supported through school action is below average. The proportion of pupils at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the percentage of outstanding teaching from Nursery to Year 6 by:
 - ensuring teachers consistently plan work that is not too easy or too hard for all pupils, especially the more able
 - ensuring pupils have more opportunities to respond to the marking and advice given by teachers on how to improve their work further
 - reducing the amount of time teachers spend introducing lessons so that pupils have more time to work independently
 - giving pupils more opportunities to use computers and other technology in lessons to help them learn.
- Raise attainment and accelerate progress further by:
 - increasing the proportion of pupils reaching the higher levels in their work, especially in mathematics
 - giving pupils more opportunities to use their mathematical skills in different subjects and in solving real-life problems
 - increasing the opportunities for subject leaders to gather information on the quality of teaching and pupils' progress and use this to bring about further improvements to pupils' learning
 - ensuring actions planned by leaders to raise the achievement of pupils are clear and measurable.

Inspection judgements

The achievement of pupils

is good

- The achievement of pupils is consistently good in reading, writing and mathematics across all classes, although more-able pupils are not always making as much progress as they should, especially in mathematics.
- Children enter the Early Years Foundation Stage with skills that are below those typical for their age, especially in their language. Children make good progress and achieve well, particularly in their reading and personal development.
- Most pupils continue to do well in Key Stage 1. There has been a rising trend in attainment since 2010. As a result, pupils left Year 2 in 2012 with above average standards for their age overall, and in reading and writing; their standards were average in mathematics.
- Attainment at the end of Year 6 has also been rising quickly since 2010, especially in reading and writing. Results in national tests in 2012 were above average in writing and broadly average in reading and mathematics. This represents good achievement from pupils' lower starting points in Year 2.
- Pupils do well in reading and become increasingly confident and fluent as they move through the school. This is because of good quality teaching of phonics (the regular practising of linking letters and sounds) in the Early Years Foundation Stage and Key Stage 1. The Year 1 check on pupils' use of phonics showed attainment was close to that seen nationally in 2012. The skills of reading continue to be taught systematically in Key Stage 2 and help pupils to achieve well.
- Pupils' writing develops well through school. Pupils benefit from a whole-school focus on providing more opportunities to write for different purposes in different subjects.
- In mathematics, pupils are becoming increasingly secure in calculation and number. However, pupils do not use these skills enough in other subjects and in working out real-life problems.
- Disabled pupils and those who have special educational needs achieve well and are making similar progress to other groups of pupils in school. This is because their particular needs are identified early and are well met through skilled and targeted support. Pupils who speak English as an additional language progress well thanks to the good quality support they receive.
- Pupils attracting the pupil premium funding, including pupils known to be eligible for free school meals, reach similar standards to their peers who are not eligible. They achieve well and make good progress from their starting points.

The quality of teaching

is good

- Most teaching is good and some is outstanding, although there is a small amount that requires improvement. Most teachers have high expectations of what pupils can achieve and this has led to rising attainment.
- The quality of teaching in the Early Years Foundation Stage has improved since the last inspection, resulting in much better progress by the children. Teachers plan a good balance of learning activities from which children benefit. Children choose some activities for themselves, being encouraged to learn and play independently, and enjoy others which are led by adults.
- When teaching is most effective, teachers use their good subject knowledge and what they know about how well pupils are learning, to plan work that provides the right amount of challenge for pupils of different abilities. Skilled teaching assistants are used well to support learning. The lessons are conducted at a brisk pace and pupils learn quickly because they remain interested and well focused throughout.
- Teachers give pupils precise information, in lessons and through marking, on how to improve their work, and time to respond to this guidance. In an outstanding Year 6 mathematics lesson, the teacher had very high expectations and used her excellent subject knowledge to question the pupils, regularly checking how well they were learning. This information was used quickly to

adjust the work and help all pupils make rapid progress. Pupils really enjoyed working independently to solve subtraction and decimal problems set at different levels to 'stretch' their abilities.

- In less successful lessons, work set for pupils does not always meet their ability levels, especially for the more able. Teachers spend too long introducing the lesson, which reduces the time for pupils to get on with their work quickly and develop their ability to work independently. Teachers do not always give pupils enough opportunities to respond to the guidance they give in marking on how to improve their work further. Teachers provide limited use of computers and other technologies to assist pupils with their learning.
- Pupils whose circumstances make them potentially vulnerable, including disabled pupils, those identified as having special educational needs and the small number who speak English as an additional language, are effectively supported to achieve well.

The behaviour and safety of pupils are good

- Pupils are friendly, polite and helpful. Their behaviour is generally good and sometimes outstanding in lessons and around school. Pupils say they feel safe and their parents agree. Pupils know how to keep themselves and others safe and older pupils know a great deal about keeping safe when using the internet.
- Pupils are keen to learn because all staff build strong relationships with them and there is a clear focus on making lessons fun and interesting. Pupils demonstrate great pride in their school; they were eager to tell inspectors about the school motto of 'Safe, happy learning' and what it means to them. A typical pupil comment is: 'Learning is fun and the teachers really care for us and help us with our work.'
- Pupils' generally good behaviour and positive approaches contribute well to their rapidly improving progress and rising attainment.
- The behaviour of pupils is managed extremely well by teachers and support staff. Staff intervene successfully on the odd occasions when pupils' interest in learning wanes. There are very few recorded incidents of unacceptable behaviour.
- Pupils have a good understanding of bullying and the different forms it may take, including bullying as a result of prejudice. Pupils say that bullying is not a problem in school and the vast majority of parents agree. Pupils are confident that any bullying would be dealt with fairly and effectively by staff.
- Pupils enjoy taking part in the many responsibilities on offer, such as being play leaders, prefects, buddy busters and school councillors. The school promotes good attendance well and its procedures for dealing with absence are very thorough. As a result, the attendance of pupils is in line with the national average and improving.

The leadership and management are good

- The headteacher demonstrates an unrelenting drive to improve the school. Aply assisted by the deputy headteacher, she has galvanised the staff and governors to share her clear and ambitious vision for making the school the best it can be. All have correctly focused on improving the quality of teaching throughout the school. As a result, the achievement of pupils has improved significantly and continues to get better.
- Improvements have also been made to levels of attendance and to the quality of the Early Years Foundation Stage. Senior staff and governors ensure that all pupils have an equal chance to succeed.
- The school has an accurate view of its strengths and areas for improvement. However, the plans produced by the school to improve the achievement of pupils are not always clear and measurable.
- Senior staff regularly check on the quality of teaching and take prompt actions to follow up on

areas for improvement. Teachers are held rigorously to account through the management of their work and checks on whether pupils are making the best possible progress.

- Subject leaders have not yet had sufficient opportunities to check that their planned improvements are successful in enhancing the quality of teaching and the achievement of pupils in their areas.
- Staff feel valued and say that their professional development is well supported. Morale is high.
- The curriculum has been successfully adjusted to meet the needs and interests of pupils and to help them develop important basic skills. It is enriched with art, music, visits and visitors as well as a wide variety of clubs, including Japanese. The curriculum promotes pupils' spiritual, moral, social and cultural development well.
- Good partnership working with the local authority's sport health and inclusion service has provided specialist sports coaching. The school has received good support from the local authority in improving teaching, learning and pupils' progress.
- Rigorous checks are made on all staff and visitors to ensure pupils are kept safe.
- Parents are highly supportive of the school and would recommend it to others.
- The governance of the school:
 - The governing body supports the school well and has ensured significant improvement since the last inspection. Governors are well informed about the quality of teaching and the progress of pupils through regular visits and reports from the school, local authority and external consultants. Governors have worked effectively with senior leaders to improve the school and to tackle successfully a large budget deficit. The pupil premium funding has been carefully allocated and governors regularly check that it is benefiting the pupils it should. Governors check on evaluations of teachers' work in order to hold them to account for the achievement of pupils and any shortcomings. Governors make sure the school meets statutory requirements for safeguarding pupils.

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	105178
Local authority	Bolton
Inspection number	404971

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Graham Burrows
Headteacher	Janet Coysh
Date of previous school inspection	29 March 2011
Telephone number	01204 697835
Fax number	01204 667930
Email address	office@cnr.bolton.sch.uk

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