

Church Road Primary School

Captains Clough Road, Bolton, Lancashire, BL1 5RU

Inspection dates 29–30 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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		Requires improvement	3

Summary of key findings for parents and pupils

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

- Teaching is not consistently good or better throughout the school and so pupils' achievement is not good. This is especially so in Key Stage 1.
- Pupils are slow to adapt to teaching in Year 1 after their time in Early Years Foundation Stage. They do not get off to a good enough start.
- Some teachers do not plan their lessons to make sure that all pupils are given work that gets the best out of them.
- Some pupils do not have extra help when they need it.
- The procedures used by senior leaders and subject leaders, for checking how teaching is helping pupils learn, have not secured good and better teaching and achievement in all year groups.
- Governors do not have an accurate view of how well pupils are doing in their learning, so they have not successfully held senior leaders accountable for improving the quality of teaching and raising achievement.

The school has the following strengths

- School leaders have successfully worked with families to improve pupils' attendance since the previous inspection.
- Behaviour is good. Pupils enjoy learning and feel safe in school. Pupils, parents and staff confirm this view.
- Results in the end of Year 6 national tests improved in 2013. Standards reached by pupils in English and mathematics were close to those reached by pupils in other schools nationally.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils achieve to a good standard in music and enjoy performing within the local community. Since the introduction of the primary school sport funding, pupils enjoy an increased range of sporting activities.

Information about this inspection

- The inspectors observed teaching and learning in 17 lessons. One lesson was a joint observation with the headteacher, and one was a joint observation with the deputy headteacher.
- The team looked at samples of pupils' books, some with the deputy headteacher and the subject leader for mathematics.
- Discussions were held with the headteacher, deputy headteacher, subject leaders, other staff, a representative from the local authority, governors and pupils.
- The team observed pupils at break-times, lunch-time and around the school generally. They talked to them informally.
- The inspectors took account of the 50 responses to Parent View, the online survey of parents, and also to the 27 staff questionnaire responses.
- The inspectors examined a variety of documentation, including the school's own view of its performance, records of pupils' progress, and information about how pupils are kept safe, including attendance records. The team also analysed examples of how the school checks on lessons, local authority reviews and anonymous examples of how teachers' performance is checked and targets set for improvement.

Inspection team

Deana Aldred, Lead inspector

Additional Inspector

Jennifer Platt

Additional Inspector

David Halford

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most pupils are White British. There is an increasing proportion of pupils from other ethnic heritages and an increasing proportion of pupils who speak English as an additional language.
- A large proportion of pupils start in the school at other than the usual times. Many of these pupils are new to the country, and speak little English when they start.
- The proportion of pupils with special educational needs supported through school action is broadly in line with the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly below average.
- The proportion of pupils eligible for the pupil premium is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children who are looked after by the local authority.
- Alternative education is currently provided for a very few pupils on the school roll in The Forward Centre pupil referral unit.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to at least good, in order to raise pupils' achievement across Key Stage 1 and throughout the school, by making sure that:
 - teachers in the Reception and Year 1 classes plan and teach purposeful activities that promote good learning, particularly in literacy and mathematical skills, in order for pupils to make the best possible start in Year 1
 - teachers plan their lessons to make sure that all pupils are given work that gets the best out of them.
- Improve leadership and management, including governance, by ensuring that:
 - procedures used by senior leaders and subject leaders, for checking how teaching is helping pupils learn, secure good and better teaching in all year groups
 - there is extra help for pupils, especially those with behavioural and emotional difficulties when and where they need it
 - senior leaders gain an accurate view of the school's performance
 - governors gain an accurate view of the school's performance so they can successfully hold school leaders to account for raising achievement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because pupils' progress is not consistently good or better across the school. Pupils do not reach the standards they are capable of in some year groups.
- In Key Stage 1, since 2010, pupils have not reached the standards they should in reading, writing and mathematics. In 2013, the standards reached by Year 2 pupils were significantly below those reached by pupils nationally. The school is giving pupils extra teaching so that they catch up in their learning. In the 2013 end of Year 6 national tests, more pupils reached the nationally expected standards in English and mathematics than they did the previous year. The standards pupils reached in mathematics and in reading are broadly in line with the national average, yet slightly lower in writing. Most of these pupils made the progress expected of them, and some made better progress because of good teaching and the extra help given. Although pupils make good progress in some classes, they do not make consistently good progress as they move through the school.
- The school has made reading a priority, and pupils are enthusiastic readers by the end of Year 6. Pupils are developing a better understanding of the books they read through the teaching of comprehension skills. The school has placed a greater emphasis on the teaching of phonics (letters and the sounds they make) and pupils are now starting to use these skills more confidently in their reading and in their writing. However, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check remains below the national average.
- In mathematics, most pupils make the progress expected of them. However, still not enough of the most able pupils are reaching the standards they should because they are not always given work that challenges them to do their best.
- Pupils known to be eligible for free school meals make the same variable progress as their classmates, as they move through school. The Year 6 national test results for 2013 show that these pupils made good progress in English and expected progress in mathematics. In 2013, these pupils' attainment was about six months behind their peers in mathematics and reading and about four months behind in writing. This is as a result of the good teaching in Year 5 and Year 6, and the extra support they are given.
- Groups of pupils make the same variable rates of progress throughout the school. Actions that leaders have taken demonstrate their commitment to promoting equality of opportunity for all pupils. However, some pupils with emotional and behavioural difficulties do not always have support when and where they need it so they are at risk of falling behind in their learning.
- Disabled pupils and those with special educational needs make the same progress as their classmates; their achievement is sometimes good, and at other times, it requires improvement. The same is true for pupils who speak English as an additional language and those from different minority ethnic groups. Pupils who arrive later than at the usual times, new to learning English, are given good quality support which helps them to settle quickly into school. The very few pupils at the pupil referral unit are making expected progress in learning to manage their behaviour.
- In English, the most able pupils are making expected progress and some are exceeding this. During a Year 3 literacy lesson, inspectors observed a group of more able writers skilfully summarise *The Tiger Child*, developing their skills of composition and their interpretation of the characters' feelings. In some lessons, the most able pupils are given activities that are too easy and so they do not produce their best work.
- Children start in nursery with skills below the levels typically expected for their age; some children have skills that are well below. By the end of the Reception Year, just over half reach a good level of development. Reading and writing are their weakest areas of learning. Until recently, teachers in the Reception class and Year 1 have not planned well enough to ensure that these subjects are well taught, especially through play activities. Inspectors saw pupils' writing that shows they are now making the progress of which they are capable.

The quality of teaching requires improvement

- Although much teaching is good, there is still too much variability in teaching quality, across the school.
- Teachers sometimes plan many activities within a lesson, and some pupils become confused about what they are being asked to do. They then lose interest and become distracted.
- At times, teachers spend too much time reviewing what pupils have learnt and, as a result, pupils have too little time to complete the tasks they set for them. This slows their progress.
- In some lessons, pupils at risk of not doing so well have good support because teachers plan carefully for these individual pupils. They give them activities they understand and can complete, and intervene if they need additional help. In a Year 5 music lesson, pupils worked in pairs to compose a piece of music, which they performed to each other at the end of the lesson. The teacher skilfully chose pupils to work together and so they all became engrossed in the task. He then monitored the pace of learning, and intervened to give more structure to the activity for those who were struggling to make a good start. This gave them the confidence to have a go, and they successfully completed their piece of music.
- Most, but not all, teaching assistants were seen to provide good quality support, helping pupils to concentrate on producing their best work. The learning mentor works skilfully to support individual pupils.
- The quality of marking has improved as a result of checks made by senior leaders and subject leaders. In books, most pupils respond to the comments of their teachers; they correct mistakes, and complete unfinished tasks. This helps them to develop good attitudes to learning. In a Year 1 lesson, the teacher was not aware that a few pupils had made mistakes, so these were not corrected.
- The school has taken action to support pupils who have fallen behind in their learning with additional teaching to help them catch up in reading, writing and mathematics. A small group of Year 6 pupils made good progress in their understanding of perimeter and area. The teacher organised the lesson so that pupils successfully applied their calculation skills to problem-solving activities. Pupils were confident in asking questions when they did not understand something, and in sharing their mathematical thinking.
- In the Nursery and Reception classes, children listen attentively and with enjoyment to stories. Teachers articulate clearly, and children try their best to copy what they hear. Teaching assistants work with small groups and give focused attention to tasks. Inspectors observed children working purposefully with a teaching assistant. They used a dice to add two numbers. Adding six and five proved quite a challenge for two boys, but with guidance they found more resources and carefully counted out six cubes and then five more and got to 11! Sometimes activities are not as well planned, and children are not given the help they need.
- Pupils told inspectors that they enjoy homework, particularly the topic Magical Me! They like to take books home to read and share with their families. They appreciate the choice of books available to them at school, especially in the library.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They enjoy coming to school. This is reflected in pupils' attendance, which has improved since the previous inspection. It is now broadly in line with the national average.
- The views of pupils, parents and staff confirm that behaviour is typically good. Pupils wear their uniform with pride, they are smart and well prepared for their activities at school and at after-school clubs.
- Pupils demonstrate a good understanding of how to behave. They move around the school with high levels of consideration for each other, and with great care not to disturb lessons. They are welcoming and polite to visitors.
- The school's work to keep pupils safe and secure is good.

- Pupils have a good understanding of the different kinds of bullying and how it differs from other poor behaviour. They are very clear that if there is any bullying it is very quickly sorted out by staff.
- Pupils are confident that the school keeps them safe. Younger pupils talked with inspectors about the importance of fire practices and how to keep your computer password a secret. They talked about some pupils falling out at times, but they said there was no name calling and adults help them to sort out any problems.
- Adults are successful in helping pupils to learn to manage their behaviour. The school is working well in collaboration with behaviour support services and the pupil referral unit (PRU). However, school leaders face a challenge of ensuring that pupils with behavioural and emotional difficulties have the help when and where they need it. This is particularly so for some younger pupils.
- Playtimes and lunchtimes are well managed. Pupils enjoy lunchtime in the dining hall, as a time to socialise with each other. The school has used its primary sport funding to employ play leaders and sport coaches. This has improved the quality of play for pupils, who enjoy taking part in structured activities. They also enjoy making their own choices. One pupil told inspectors, 'I like climbing on the climbing frame, playing football and digging for treasure in the mud!'

The leadership and management

requires improvement

- The actions of school leaders have not secured good and better teaching throughout the school. Consequently, achievement requires improvement because pupils' progress is not consistently good across year groups.
- The deputy headteacher and subject leaders are developing better procedures for checking how well teaching is helping pupils learn.
- The local authority provides a good level of support. Following a review carried out by them, 2013, the school has revised its action plans. These are helping teachers to improve their teaching, for example, using a more consistent approach to teaching writing. As a result, pupils are starting to learn more quickly because they have good opportunities to apply and develop their skills. School priorities are more clearly articulated in the review than in the school's self-evaluation. School leaders judge the school's performance to be better than it actually is.
- The headteacher, supported by the governors, has managed recent organisational and staffing changes well. The school is now in a good position to increase the momentum for improvement.
- Staff and governors are keen to provide quality experiences. They give music a high priority, and this plays an important role in strengthening relationships within the local community. Provision for pupils' spiritual, moral, social and cultural development is good. Younger pupils talked with inspectors about the Chinese New Year, and how important food is during celebrations. Pupils enjoy a good range of activities planned across the curriculum.
- Relationships with parents are good, and those who completed the parent view questionnaire were very positive about the work of the school.
- The school's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
 - Governors provide good support for school leaders, but are not yet able to hold them strongly to account for raising achievement. In the past, they have used national data to compare the school's performance with other schools, but this has not been a regular practice. They are reliant on the information given to them by senior leaders. This does not give them an accurate view of how well pupils are doing in their learning, compared with pupils nationally. Governors provide strong financial management effectively managing the reduction of a deficit budget. They continue to prioritise improving teaching and raising pupils' achievement. Decisions about salary increases are based on staff performance. Governors have used the pupil premium funding to provide extra help for pupils who have fallen behind in their learning. As a result, in 2013, more Year 6 pupils reached the nationally expected standards in their tests than last year. They have also used this funding to subsidise music tuition for eligible pupils. They have ensured that the sports premium funding has been used successfully to increase the range of sporting activities.

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	105152
Local authority	Bolton
Inspection number	440714

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Janet Whitehouse
Headteacher	Catherine Fenton
Date of previous school inspection	31 January 2011
Telephone number	01204 332777
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