

Red Lane Primary School

Red Lane, Bolton, Lancashire, BL2 5HP

Inspection dates

11–12 March 2014

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.

- Parents can be confident that this is a school that they can send their children to. It is a safe and happy place.
- Teaching and leadership have improved well since the last inspection. As a result, this is now a good and improving school.
- The headteacher provides high-quality leadership for the school. Parents, staff and pupils are pleased with the improvements she has made to all aspects of the school.
- Other leaders at all levels have good skills in supporting improvements in teaching, particularly in writing. Teaching is now good and some is outstanding.
- Achievement throughout the school is good and some is outstanding, particularly throughout Nursery and Reception.
- Teaching assistants provide very good support to help pupils learn well.
- Governors provide strong support for the school. Their skills help to ensure that all pupils are achieving well. They check that all staff are doing their best to make the school a positive place to learn.
- Pupils behave well and are happy to come to school because they feel safe and valued.
- Pupils enjoy trips to places such as to museums and listening to visitors in assemblies. They help to make them learn better about topics covered in lessons.
- Pupils value the range of play activities provided by lunchtime supervisors to keep them occupied.

It is not yet an outstanding school because

- In mathematics, some of the most able pupils are not given challenging work quickly enough. Pupils do not always present their work neatly.
- Plans and targets for improving the school do not give enough weight to ensuring pupils continue to achieve well in mathematics.
- Pupils are not always given the time they need to carry out activities before they are expected to answer more questions or move onto other activities.
- When checking on the work of teachers, leaders do not always focus enough on how well teaching is improving pupils' skills in lessons.

Information about this inspection

- Inspectors visited lessons and assemblies. The headteacher visited one lesson and an assembly with inspectors.
- Pupils' books were checked closely by inspectors. The headteacher was involved in looking at the quality of writing in Year 6 books.
- There were insufficient responses to the on-line questionnaire (Parent View) to enable inspectors to take parents' views into account from this. However, inspectors talked to parents on the school grounds on both days of the inspection.
- Meetings were held with three groups of pupils and inspectors spoke to pupils at break and lunchtimes. Inspectors also listened to pupils read.
- Inspectors also held discussions with governors, including the Chair of the Governing Body, a representative of the local authority. Teachers were individually interviewed by inspectors.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Ian Young	Additional Inspector
Douglas Scholes	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who are supported by the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school uses the Forward Centre to educate a few of its pupils.
- A breakfast club operates on the school site that is managed by the governing body.
- Around half of the staff are new since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching even further in order to raise achievement, particularly for the most able and in mathematics by:
 - making sure that pupils know that they must always present their work neatly
 - adapting activities more quickly so that work is always hard enough to fully challenge pupils
 - giving pupils more time to carry out activities before expecting them to answer questions in class or before moving onto another activity.
- Improve leadership and management further by:
 - focusing more on what pupils are learning when checking on the quality of teaching, in order to improve the specific ways that teachers can help develop pupils' skills
 - ensuring that the school's plans for further improvement do not lose sight of the need for continued improvements in mathematics.

Inspection judgements

The achievement of pupils

is good

- Most children start school with much lower skills that are typically expected for their age. By the time that pupils enter Year 1, they reach below average levels. The progress they make is good overall but some is outstanding particularly in listening and creative skills considering their low starting points.
- Although still below average, the levels that pupils reach by the end of Year 2 are improving faster than the national rate in all subjects but especially in writing. This is particularly positive because it was an issue for improvement from the last inspection. Current information shows that their levels are set to rise further and move closer to the national average.
- The progress that pupils make across Years 3 to 6 is good. Work in pupils' books, the quality of learning in lessons and their progress grades as they move throughout the school show this.
- In 2013, the proportion that made expected progress and better was above national figures in most subjects. Also, the levels reached in reading, writing and mathematics were broadly in line with the national average, which has not been the case for a few years. Current information on pupils' levels indicate that the current Year 6 are on target to reach average levels again and higher progress results in reading and writing.
- In the past, levels have been low in areas such as spellings, grammar and punctuation. However, a close look at books by inspectors and discussions with pupils show that their skills in writing are now improving very well throughout the school. Due to an exciting programme of lessons and resources, achievement in writing is good, and is improving well for boys, too, at the higher levels.
- Pupils enjoy reading. The progress they make is strong because of the range of support that pupils are given on a one-to-one basis and the high quality of teaching in lessons. During the inspection, pupils were observed enjoying a lively presentation on books throughout the ages by visitors to the school. Pupils showed great excitement when they recognised the wide range of books that they have read. One pupil summarised the enthusiasm in the hall by stating, 'It makes us want to read more'.
- Pupils enjoy mathematics. Progress is mostly good. However, some pupils do not consistently reach the higher levels they are capable of, particularly the most able pupils. This is because work in lessons is not always adapted quickly enough to make it more challenging.
- The school shows a strong commitment to ensuring that all pupils equally succeed. As a result, there are no major gaps between different groups of pupils. For example, disabled pupils and those who have special educational needs make good progress and sometimes better than others. The school pays close attention to their needs, and teaching assistants support these pupils well.
- In Year 6 in 2013, pupils supported by the pupil premium were around two terms behind other pupils in reading, writing and mathematics to other pupils. However, current work and school information on pupils' achievement show that there is no set pattern of these pupils achieving below others.

The quality of teaching

is good

- Due to good training for teachers, pupils are taught to write well. They make good progress early on in forming letters correctly, constructing sentences and describing story characters. As they get older, they learn to use a wide range of words to make their writing more exciting to read. Good opportunities are also given for pupils to write at length in different subjects across the school.
- Pupils are helped to think about how they can improve their work further. Pupils often use checklists in work to do this and show good skills in discussing their ideas with others.
- Through high-quality questioning, pupils are helped to explain clearly their understanding of key

words and to develop their language skills. For example, in one lesson they were able to talk about the concept of temptation in their everyday lives when reflecting on the festival of Lent. As a result, pupils were demonstrating good spiritual and moral development.

- Pupils in Nursery and Reception are taught very well. This is because staff plan activities based on a strong understanding of the needs of children and the skills that they need to develop. The outdoor environment is used very well to develop pupils' language, early writing and problem-solving skills.
- Pupils enjoy good opportunities to help them to apply their mathematical skills to solve a range of problems. However, sometimes their work is not as well presented as it is in writing. They are not always asked to address this either in lessons or through teachers' marking.
- While pupils' understanding is regularly checked in lessons, sometimes pupils do not have enough time to carry out tasks before they are asked more questions or have to move on to another activity. As a result, sometimes learning is not deep enough.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It has improved well since the last inspection. There is a good readiness to learn and pupils are eager to do well in lessons.
- Outside of lessons, pupils play well together and share equipment well. Lunchtime supervisors are effective in helping to maintain good behaviour through ensuring a range of games for pupils to play.
- Pupils view behaviour as good overall. Older pupils say that it has much improved since the arrival of the headteacher, who has put in place clear expectations of what is and what is not acceptable in the school. They say that incidents of misbehaviour are dealt with quickly by staff. Parents who spoke to inspectors also agree strongly with this.
- Positive rewards for behaviour are helping to improve behaviour. Pupils also say that lessons that help them to manage their emotions have helped them to get along much better.
- Some children find it difficult to manage their behaviour but they are supported well by staff. In the cases of extreme challenging behaviour some pupils have had to be excluded from the school. However, exclusions have now fallen because the school now provides a good range of support including sending children for short periods off site for specialist help.
- The school's work to keep pupils safe and secure is good. The school ensures that they are safe on the school grounds and know who to turn to if they have concerns. This also applies to those who are sometimes educated off site and to the breakfast club.
- Pupils say that bullying incidents are rare and school records on behaviour show this.
- Pupils have a good awareness of how to be safe in different situations including on the internet.
- Pupils are happy at the school. Their punctuality is improving. Attendance is average overall but improving also.

The leadership and management are good

- The headteacher has driven improvements in all areas of the school well. Staff, parents, pupils and the local authority have confidence in her leadership skills to take the school even further.
- The school knows itself well and as a result, is successful in tackling areas of weakness, particularly in writing. Plans for improvements are clear and targets are set high to ensure that the quality of teaching helps pupils to achieve well.
- While the school quite rightly focuses on improving pupils' literacy skills, planning for improvements in mathematics is not as detailed as it is for literacy. As a result, the school's targets for and awareness of mathematical progress are not as high.
- The school's checks on the quality of teaching are good. Training for teachers to help them to meet the needs of pupils better is also good. Due to the expertise of leaders within the school, staff have good opportunities to learn from each other to improve their teaching. However,

leaders do not always pay close attention to the difference that teaching is making to developing pupils' skills.

- The school also makes good use of the highly effective support of the local authority when needed to review teaching, as well as links with other schools to improve leadership and teaching.
- Staff appreciate the strong way in which their performance is managed. They are challenged well through high expectations of their performance. Any weaknesses are followed up with training and support. The headteacher, alongside governors, makes the right decisions about teachers' movements up the salary scale on the basis of the quality of their teaching. Their targets are regularly reviewed.
- The school's procedures for safeguarding are very effective and meet statutory requirements. Pupils who are educated off site are regularly monitored.
- The school ensures that learning in the classroom is well supported and developed by a range of trips and visitors to the school. Pupils discuss enthusiastically about the trips they have been on or visits made to other schools, to learn about science, history and different cultures. As a result, their spiritual, moral, social and cultural development is strong.
- The new primary school sport funding is helping to improve involvement in sports during lunch and after school. Improved teaching of physical education due to coaching by specialist staff is also helping to improve pupils' skills in sports.
- **The governance of the school:**
 - Governors provide strong support for the school. This is because they regularly review aspects of the school's work with good understanding of information on pupils' achievement. They gain first-hand views of the school through their regular visits to classes and through presentations from subject leaders in the school. They ensure that the pupil premium is spent well to improve pupils' achievement and life experiences. They also ensure that sports provision is improved well. They ensure that teachers' performance is managed well, and any underperformance is dealt with quickly.

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	105200
Local authority	Bolton
Inspection number	430947

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	460
Appropriate authority	The governing body
Chair	Ann Combes
Headteacher	Lisa Whittaker
Date of previous school inspection	19 April 2012
Telephone number	01204 333580
Fax number	01204 333579
Email address	office@red-lane.bolton.sch.uk

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