

Turton and Edgworth CofE/ Methodist Controlled Primary School

Bolton Road, Edgworth, Bolton, Lancashire, BL7 0AH

Inspection dates 7–8 January 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is highly ambitious for the school and her expertise is valued by staff and governors.
- Actions taken by school leaders including governors have led to the development of a strong new staff team in a short period of time. They have improved pupils' achievement in reading, writing and mathematics.
- Pupils behave well in class and around the school. They feel safe in school because they know that staff care for them well and that there is always someone to listen to any issues or concerns that they may have.
- Pupils' attendance is consistently above national levels.
- Teaching is effective, because it is well led and managed. All staff know pupils well and provide tasks that build on what individual pupils know and can do.
- Good teaching ensures that pupils of all ages make good progress and achieve well, including the most able, disadvantaged pupils, disabled pupils and those with special educational needs.
- Children in the early years make good and sometimes excellent progress because of good teaching and activities that are well planned to develop children's enthusiasm for learning.
- There is an excellent partnership maintained between home and school.

It is not yet an outstanding school because

- Targets set in the school's development plan are not explicitly linked to pupils' progress, which hampers the ability of school leaders to assess quickly the impact of their actions to improve standards.
- There are few opportunities for staff to observe excellent practice in other schools.
- Leaders are yet to ensure that the gap in attainment between disadvantaged pupils and others in the school is closed in all year groups.
- There is not enough teaching of the highest quality to produce sustained high achievement. When marking pupils' work, teachers do not always give pupils guidance on how to improve and when they do, they do not consistently check that their advice is followed.
- There are too few opportunities for pupils to practise writing skills in subjects other than English.

Information about this inspection

- Inspectors observed teaching and learning in all classes taught by teachers and in activities taken by teaching assistants. Two learning walks around the school also took place.
- Inspectors met with two groups of pupils and observed and spoke to pupils during lessons, play times and at lunchtime. They also listened to pupils reading.
- Meetings were held with staff, senior leaders and managers, members of the governing body, a representative from the local authority and a consultant who works with the school as an independent adviser. An inspector spoke informally with parents as they dropped off and collected their children from school.
- A range of documents were considered by inspectors, including the school’s analysis of how well it is doing, the school development plan, information about pupils’ progress, checks on the quality of teaching, minutes of governing body meetings, and records relating to attendance and safeguarding. Inspectors also examined work in pupils’ books.
- Inspectors took account of the 84 responses to the online questionnaire (Parent View) and of a summary of the responses to a parental questionnaire distributed by the school.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Michelle Ravey

Additional Inspector

Full report

Information about this school

- This school is similar in size to most primary schools.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals and those looked after by the local authority) is well below average.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- Most pupils are from a White British heritage and there are no pupils at the very early stages of learning to speak English as an additional language.
- Provision in the early years is full time.
- The headteacher joined the school in 2012. Since then there have been a number of staff changes. Four teachers have joined the school since September 2014, either to cover maternity leave or to fill a vacant post.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics when they reach the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate pupils' progress even more by:
 - making sure that when teachers mark pupils' work they always provide good guidance on how they can improve their work and that they then check that pupils follow the advice given
 - providing more opportunities for pupils to write at length in subjects other than English.
- Improve the impact of leadership and management by:
 - continuing to check that the additional help given to disadvantaged pupils is effective in narrowing the gaps in attainment between them and their classmates
 - providing more opportunities for staff to observe excellent practice in other schools
 - ensuring that targets set in the school development plan are explicitly linked to pupils' progress.

Inspection judgements

The leadership and management are good

- The headteacher is highly ambitious for all pupils at the school. She is well supported by two assistant headteachers and school governors. Together, they demonstrate the skill and determination to lead further school improvement. For example, they have taken decisive action to improve pupils' achievement in reading, writing and mathematics and maintained a strong staff team when four staff are on maternity leave.
 - School leaders, including middle leaders, regularly check the quality of teaching and learning and make sure that training is provided to support the professional development of individual members of staff and also to fit with school priorities. There are well-established routines in place to ensure that teachers in school share good practice and learn from each other. However, there are few opportunities for staff to observe excellent practice in other schools.
 - The school development plan is concisely focused on a manageable number of objectives. However, the targets are not explicitly linked to pupils' progress or measurable enough to help school leaders judge the impact of their actions and raise standards even more quickly.
 - School leaders are committed to making sure that there is no discrimination or prejudice at school and that all pupils have equal opportunities to succeed. For example, school leaders sought guidance from the local authority to help them spend additional funding in a way which best benefits disadvantaged pupils eligible for support through the pupil premium. As a result, gaps are closing in most year groups. However, some gaps remain and school leaders are aware that there should be a continuous close check on the attainment of disadvantaged pupils.
 - The primary sport funding has been used well to increase opportunities for pupils to participate in sporting activities and inter-school competitions. Staff training has taken place to help staff teach sporting activities to a higher standard and there are plans in place to drain the school field so that more activities can take place on the school site.
 - Pupils enjoy learning because the subjects on offer take account of pupils' interests. There is a range of after-school activities and visits linked to topic themes that provide memorable experiences. For example, pupils enthusiastically spoke of the trip to the Jorvik Centre in York which is linked to the Viking's topic.
 - The curriculum prepares pupils well for life in modern British society. For example, Year 6 pupils plan events to raise funds to sponsor two children in Africa because they want to help children who are less fortunate than themselves. Pupils also understand the importance of democracy and know that all opinions count. Pupils could explain that prospective pupil councillors must persuade other pupils to vote for them and that the pupils with the most votes will rightly win the council position.
 - The local authority provides an appropriate level of support to the school and the school supports the authority by working with other schools to check the levels awarded for writing and develop guided reading skills.
 - School leaders, including governors, make sure that staff and pupils are kept safe and statutory requirements including safeguarding are met.
- **The governance of the school:**
- Governors are highly committed to and supportive of the school. They know the school well, including the quality of teaching. They receive comprehensive reports from the headteacher, visit school regularly and consistently question anything that they do not understand. Governors know the requirements relating to the management of teachers' performance and how any underperformance is tackled. They make sure that salary increases are linked to how effective staff are. Governors attend training as required and are able to analyse pupil progress data accurately.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and around the school. They are courteous and polite to each other and the adults around them. One child commented, 'This is a really friendly and supportive school.'
- Pupils are pleased to take on additional responsibilities around school. For example, pupil councillors and eco-councillors have been highly involved in encouraging pupils to walk to school. The councillors made

sure that road safety was very well promoted during the campaign as they know the importance of staying safe. Councillors also rightly recognised that having a mug of hot chocolate waiting at school for pupils who participated would get the initiative off to a very good start.

- Pupils know how they are expected to behave. They know about the consequences if they make the wrong choice but they also know that there are rewards for making correct choices and much prefer the latter. Most parents who responded to Parent View believe that behaviour is well managed and behaviour logs support this view.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school because they know that the adults in school care for them well. Pupils are well informed about how to stay safe when using technology.
- A counsellor visits school every week and if pupils have any worries or concerns they can drop their name in a box and the counsellor will discuss any issues with them. Pupils feel that this is very helpful for them because there is always someone to talk to when they need to.
- Pupils know exactly what bullying is and could explain it using the acronym 'STOP', bullying is different from falling out because it happens, 'Several Times On Purpose.' Pupils are confident that bullying is rare in school, but that if it did take place staff would deal with it quickly and successfully.
- Pupils arrive at school on time and their attendance is consistently above national levels. This reflects how much pupils enjoy coming to school and the excellent partnership that the school maintains with parents.

The quality of teaching is good

- Work seen in pupils' books and the school's own information regarding pupils' progress confirm that teaching is good over time in reading, writing and mathematics.
- Staff take great care to make sure that the individual learning needs of all pupils' are well met. Effective team work between teachers and teaching assistants guarantees high-quality support for all pupils.
- Teachers have high expectations of what they want pupils to achieve, demonstrate good subject knowledge and skilfully question pupils to assess their learning throughout the lesson. They also provide a good range of resources to support learning and ample opportunities for pupils to share their ideas and learn from each other.
- Work is marked regularly and the marking key leaves pupils in no doubt as to how well they have achieved their targets. Teachers consistently praise pupils for work which is well done and sometimes provide good advice on how work could be improved. However, teachers do not always check that pupils do their corrections or follow guidance when it is given so that they can be sure that pupils can always learn from their errors.
- Reading is taught very effectively across the school; teachers encourage a love of reading from the early years onwards. Pupils enjoy acting as 'text detectives' following small group reading tasks. They have to investigate the text thoroughly to gain an in-depth understanding of it. Staff, together with highly-reliable volunteers, all take time to read to pupils and to hear them reading. There are particularly effective one-to-one sessions available for pupils who require additional support.
- Writing is a particular focus for the school this year. Staff are supporting pupils to develop their abilities in correcting and editing their own work and the work of their classmates. Pupils who spoke to an inspector said that they found this way of working valuable because it helps them to know how to make their own work better. Teachers provide a range of opportunities for pupils to write within English lessons but there are too few opportunities for pupils to practise their writing skills in other subjects.
- Pupils follow highly-individualised learning programmes for mathematics which have had a positive impact on pupils' achievement this year. Basic skills tests are undertaken by pupils every week and results determine what the pupil will concentrate on during the following sessions. There are also strong links between home and school. For example, pupils will write about what they have learnt in mathematics and those skills can then be practised and reinforced at home.

The achievement of pupils is good

- Following a successful start to learning in the early years, pupils in Key Stage 1 continue to develop their reading, writing and mathematical skills well. As a result, by the time they leave Year 2 pupils attain at well above national levels with most pupils making at least good and sometimes excellent progress from

their individual starting points.

- Results of the 2014 national tests for Year 6 pupils show that attainment in reading is well above national levels and attainment in writing and mathematics is above average and improving when compared to 2013 results. The progress made by pupils across Key Stage 2 has improved and the proportions of pupils making more-than-expected progress in reading and mathematics is above national levels. The proportion of pupils making better-than-expected progress in writing remains slightly below.
- In the Year 1 national screening check for phonics (matching letters to the sounds they make) almost all pupils reach the expected level. Older pupils read confidently and with expression.
- At the end of Year 6 in 2014, the small proportion of disadvantaged pupils eligible for support through pupil premium funding made good progress from their individual starting points. Their level of attainment was approximately two years behind their classmates in reading, writing and mathematics. When compared to non-disadvantaged pupils nationally, the disadvantaged pupils at school attained at approximately one year behind in reading and two years behind in writing and mathematics. The school has taken action to narrow any gaps between the attainment of disadvantaged pupils and other pupils in school. The progress of disadvantaged pupils currently attending the school is similar to other pupils in most year groups.
- The most able pupils make good progress and in the 2014 end of Key Stage 2 national tests an above average proportion of pupils reached the higher level 5 in reading writing and mathematics. The proportion of talented mathematicians reaching the highest level 6 is higher than usually found. Teachers take care to provide activities to challenge the most able within the classroom.
- Disabled pupils and those who have special educational needs achieve well. This is because additional needs are identified early and progress is closely checked. Pupils also benefit from good quality support from well-trained teachers and teaching assistants who work effectively with parents and external agencies.

The early years provision

is good

- Most children join the Reception class from two local pre-school settings, one of which shares the school site and some school facilities. Staff also visit the nearby pre-school or make home visits to build relationships before children start school which helps them to settle quickly into the Reception class. Parents who spoke with an inspector said, 'School has done everything possible to help transition into school and communication is excellent.'
- From their individual starting points children make at least good progress and some make outstanding progress. This is because the quality of teaching is good and there are a good range of activities both indoors and out which help to keep children interested in learning. The proportion of children reaching a good level of development is higher than the national average and so they are well prepared for the work that they will meet in Year 1.
- The development of children's communication skills is given high priority. Teachers and teaching assistants take every opportunity to help children to extend their speaking and listening skills. For example, small groups of children regularly share a story. This allows the teacher to focus on individuals and support language development through careful questioning and group discussion.
- The Reception class team work successfully together and provide good quality care. Children know how to keep themselves safe. For example, children were very careful when walking across the top of large apparatus and advised each other of the safest way to jump off without falling over. Children behave well and show respect for others when learning together with or without adult support.
- Good quality teaching and learning is the result of effective leadership and management. The early years leader works closely with the staff team to ensure that they plan activities that appeal to children's interests. For example, a number of parents told staff that their children like to play at being the teacher and so a school room within the classroom was developed. This area is well used by the children and they help each other to practise the skills that they have learned. However, occasionally when children are choosing for themselves, their activities lack a purposeful link to learning. The staff team recognises this and plans to ensure more purposeful play as soon as the children are able to persevere fully with their independent tasks without direct adult supervision.

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	119408
Local authority	Blackburn with Darwen
Inspection number	453364

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	John Farnworth
Headteacher	Angela Stott
Date of previous school inspection	9 October 2008
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