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Mrs Kathryn Wilkinson
Eagley Junior School
Chapelton Road
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Dear Mrs Wilkinson

Short inspection of Eagley Junior School

Following my visit to the school on 2 March 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in February 2012.

This school continues to be good.

You and governors have ensured that pupils are happy and continue to thrive in a stimulating, purposeful and safe environment. Consequently, pupils love coming to school. They work hard and respond positively to their teachers' guidance.

Pupils' personal development is a priority for you and governors. You have succeeded in ensuring that pupils leave this school as confident youngsters, well equipped and hungry for the next stage in their education.

In addition, pupils are very well prepared for life beyond Eagley. They have high moral standards which stem from a 'rights' culture that pervades the whole school. Pupils have a right to learn, to be treated with respect, to feel and to be safe. Pupils are taught how to deal with conflict, which they will inevitably encounter at some stage. They are taught how to take personal responsibility, how to resolve difficult situations and when and how to seek help if they feel they need it.

Pupils' behaviour and their attitudes to learning continue to be outstanding. Pupils' cultural development is also excellent and achieved through their enthusiastic participation in a very broad range of events and activities as well as residential and educational visits.

You and governors have responded very effectively to the areas for improvement identified at the last inspection. Leaders who are responsible for subjects are now very clear about what they are expected to achieve. They feel well supported by

senior leaders, particularly yourself. Systems to hold staff to account are rigorous and productive. These leaders are now making a significant contribution to pupils' achievement.

Past pupils have achieved well in writing and reading. Pupils currently in school achieve at least as well. They are well taught because the subject leader for literacy shares her considerable expertise throughout the school. There is a coherent plan for systematically developing pupils' literacy skills which is applied consistently across all years. Teachers make sure learning English is fun by choosing exciting and interesting topics. Achievement in mathematics is not quite as strong. The systematic approach to teaching which is evident in English is at an earlier stage of development in mathematics. Nevertheless, for current pupils, progress in mathematics is good.

Staff and governors are passionate about providing pupils with a wide range of subjects, topics and activities. There is a rich curriculum which enthuses pupils. They achieve well across all subjects. Performing arts is a highlight. All pupils learn at least one instrument, most learn two. All pupils sing with enthusiasm. Drama lessons and productions are very popular. Art displays show work of very high quality. Teachers plan as many practical and real-life learning experiences as possible. Pupils learn how to blend skills and knowledge from different subjects. Pupils work very well in groups and concentrate well when working on their own.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are rigorous, and records are detailed and of high quality. All staff are well trained. Staff show a passion for ensuring that children are well looked after, safe, secure and happy. They keep a careful eye on pupils and all staff know how to look for changes in a pupil's behaviour or attitude that would raise a concern. Staff know how to make a professional response to any concerns that might arise. Pupils trust staff and respect them. This enables pupils to talk with confidence to an adult if they have even the slightest concern. Pupils, too, look out for each other, knowing they have a responsibility to ensure that others are safe and happy.

Inspection findings

- You and governors have created a powerful ethos of high expectation and belief which motivates pupils and staff to strive to achieve their very best.
- School leaders and governors have ensured that the school continues to improve and provides a good level of education. Pupils' behaviour, attitudes and personal development continue to be excellent.
- You and other school leaders evaluate very accurately the impact of all that the staff do. Therefore, you can identify strengths and areas to improve with precision. You are reflective and your judgements are well considered. This enables you to plan very effectively for further school improvement.
- Pupils' achievement in English and the development of their literacy skills are very strong. Teaching of these aspects of the curriculum is very well led. All teachers know how to teach English well. The progress pupils make in mathematics is good, but not as strong as their progress in English. This is

because there has been a well-established and sharp focus on improving pupils' skills in reading and writing. Improving the teaching of mathematics is being tackled with the same rigour as English, but has not been a focus for long enough to produce the same improvement.

- Pupils make strong progress across other subjects in the curriculum. Leaders of subjects are very clear about their responsibility to improve teaching, provide an engaging curriculum and raise achievement. Leaders at all levels are held to account with rigour. Improvements detailed in the last inspection report have been implemented.
- The achievements of pupils who are considered to be disadvantaged are carefully monitored. There have been occasions when a small number of these pupils have not achieved as well as they might. However, disadvantaged pupils currently in the school are progressing well and any gap between their achievement and that of their peers is negligible.
- When planning new topics, the best teachers take care to understand fully what their pupils already know. This enables them to provide activities and support that are closely matched to the needs and abilities of all pupils. As a result, pupils who have special educational needs or disability are very well supported. The most-able pupils do not find their work easy, but are suitably challenged and they make very good progress. Pupils who start this school with low standards of attainment are also very well supported and do well. You can point to examples of some previously low-attaining pupils who have made remarkable progress in this school.
- Pupils talk with enthusiasm about the breadth of activities in which they participate. All pupils take part in an extensive range of enriching artistic, cultural, sporting and spiritual experiences.
- Pupils attend well. They enjoy all aspects of the school. Pupils know they learn well and value highly all the school offers them.
- Pupils' spiritual, moral, social and cultural development is excellent. This is achieved through all staff being excellent role models, having very high expectations and placing pupils' personal development at the heart of the school.
- Parents, pupils and staff speak very highly of this school and all are proud to be part of it. All parents who responded to the Parent View survey said they would recommend this school to others.
- Pupils are very clear as to what constitutes bullying. Most say that bullying does not happen in this school. Records of behaviour show that incidences of bullying are very rare and taken very seriously.

Next steps for the school

Leaders and governors should ensure that:

- progress in mathematics is consistently strong across all years, matching pupils' very good achievement in reading and writing.

Yours sincerely

Neil Mackenzie

Her Majesty's Inspector

Information about the inspection

During the inspection, meetings were held with you and another senior leader, groups of pupils and four members of the governing body. I met with a group of teachers and teaching assistants. I spoke to parents as they collected their children from school. Documents were scrutinised, including the school development plan; attendance records; safeguarding checks; logs of pupil behaviour and records of checks on the quality of teaching. I also visited all classrooms with you to speak to pupils, look at their books and observe their learning. I took account of 18 responses to the Ofsted online questionnaire (Parent View). I also took account of a survey completed by 16 members of staff, your recent parental survey and a survey of pupils.