

Inspection of Church Road Primary School

Captains Clough Road, Bolton, Lancashire BL1 5RU

Inspection dates: 28–29 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Church Road is a welcoming and caring school where pupils feel happy, safe and looked after. Pupils behave well as a result of the supportive atmosphere created by staff. Pupils follow the school rules. This helps them take a full part in their learning. Pupils' positive behaviour is celebrated throughout the school. Pupils are proud when they wear the yellow jumper for demonstrating the school values. The pupils we spoke to told us that there is very occasional bullying in the school, but that staff sort this out quickly.

Pupils enjoy their learning. Leaders have high expectations for every member of the school community. They have ensured that all pupils, including those pupils with special educational needs and/or disabilities (SEND), access a wide and balanced curriculum.

Pupils are taught about different cultures and beliefs. They appreciate the differences between people. Pupils take part in a range of academic and sporting clubs. These help pupils enhance their learning and develop their character.

Parents and carers appreciate the efforts that staff make for their children. As one parent commented: 'The work ethic I see within school is incredible, the staff are a close, tight knit team, taking the school in the right direction.'

What does the school do well and what does it need to do better?

Staff have refined and developed an ambitious curriculum. Across the school, the curriculum is sequenced to enable pupils to know more and remember more as they move from class to class. This has resulted in improvements to how well all pupils achieve. When required, the curriculum is adapted appropriately to meet the needs of pupils with SEND.

Pupils are engaged in their learning. They behave well. The work they complete supports them to know more and remember more. Pupils spoke with enthusiasm about famous people and significant events in history and how they apply logical thought when programming sequences in computing. In science they could talk about some important scientific ideas, such as the way light travels, but they were not able to say how they could test out their ideas scientifically. The present curriculum does not enable pupils to fully explore or explain the scientific process.

In the early years, children settle quickly at the start of the school day. Parents are welcomed in the classroom. A well-resourced learning environment allows children to develop their knowledge and skills across all areas of learning. Skilled teachers and teaching assistants promote early reading and mathematics well. Activities are designed to help children to learn and to encourage their love of learning. Pretending to be astronauts allowed children to explore language. Picking up creepy

crawlies with tweezers helped them to improve their fine motor development, in readiness for forming letters when writing.

Leaders have made reading a priority. The early reading and phonics curriculum gives children a strong start. Children learn the sounds that letters make and begin to read simple sentences. If anyone falls behind, support helps them catch up quickly. At times, books that children and pupils read are not matched well enough to what they are learning. This stops them from practising new sounds. Leaders are taking action to redress this situation. Older pupils benefit from a carefully planned approach to reading. They read regularly from books written by a wide range of authors and poets.

Pupils share class novels that help them to plan and structure their writing. They practise the skills of grammar and punctuation daily. However, they do not join these two aspects of writing together consistently well when faced with a writing task. While they achieve well in the national tests for spelling, grammar and punctuation, they do less well when their independent written work is assessed.

Pupils are encouraged to live healthy lifestyles. They know how to keep themselves safe both online and in the real world. They have a range of activities to take part in during the school day and beyond. Pupils enjoy archery, football and dodgeball. They are also able to compete in disability sports such as boccia, which demonstrates the school's commitment to inclusion.

Staff support pupils to become active citizens. The school council raised money to help older people in the community. Pupils accept and celebrate the characteristics that make us all unique. Twice a year, pupils have the opportunity to visit places of worship to develop their understanding of different faiths.

Attendance has improved, but it is still lower than that in other schools nationally. Leaders know this. They are working to ensure that more pupils are in school more of the time.

Teachers have recently taken on more responsibility for leading their curriculum areas. They received training to help them perform these roles. Leaders take care to manage the workload of the staff and focus on their development as teachers and leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff, and the leaders responsible for safeguarding, are trained well. This helps them to carry out their roles effectively. Information is shared in a timely way and records are detailed and fit for purpose. Adults take swift and appropriate action to make sure that pupils are kept safe.

Leaders ensure that required checks on the suitability of adults to work with pupils have been completed. The school works well with other external agencies to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At present, pupils do not transfer their strong spelling, punctuation and grammatical knowledge into their written work in English and other subjects. They are knowledgeable about the appropriate rules of spelling and grammar, but they do not demonstrate this in their independent writing. This means that they do not achieve well enough in writing by the end of Year 6. Leaders must ensure that the planned curriculum enables pupils in different year groups to apply these skills in their writing.
- In science, pupils do not understand the importance of the scientific process in terms of asking questions and investigating their ideas. This is because the science curriculum focuses too much on learning facts and not enough on the process of scientific enquiry. Leaders need to review the science curriculum to ensure that there are explicit opportunities for pupils to use scientific enquiry to test their increasing scientific knowledge.
- Attendance is improving in school. However, it is still low compared to that in other schools. Pupils are not able to engage in learning if they are not in school. It means they have less chances in life. Leaders need to ensure that more pupils are in school more of the time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105152
Local authority	Bolton
Inspection number	10122036
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Janet Whitehouse
Headteacher	Deborah Docherty
Website	www.church-road.bolton.sch.uk
Date of previous inspection	9–10 February 2016

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior leaders and subject leaders. We also spoke with class teachers and support staff.
- We met with several governors, including the chair of the governing body, and a representative from the local authority.
- A range of documentation was reviewed. This included school policies, behaviour records and published information about pupils' performance.
- We met with the designated safeguarding leader and the welfare team to check the effectiveness of safeguarding procedures and processes. We also checked the single central record and checks made on newly appointed staff.
- We did deep dives in these subjects: reading, writing, mathematics and science. This involved meeting with subject leaders, talking to pupils and teachers, visits to lessons and looking at pupils' work. We also considered history and computing as part of this inspection.

- We also observed pupils' behaviour at break and lunchtime and as they moved around the school. We were accompanied on a tour of the school by the school council.
- We spoke to parents at the beginning of the school day. We considered the views of 48 parents and 42 staff through the online questionnaires.

Inspection team

Steve Kirkpatrick, lead inspector	Ofsted Inspector
Gaynor Rennie	Ofsted Inspector
Maureen Hints	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020