

Inspection of Egerton Primary School

Cox Green Road, Egerton, Bolton, Lancashire BL7 9RE

Inspection dates: 28 and 29 September 2021

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	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils enjoy coming to Egerton Primary School. They behave well, listen carefully in lessons and work hard. They play well together at breaktimes and chat happily to each other at lunchtimes.

Pupils are proud of their learning. Their work in different curriculum subjects is celebrated in the many displays around school, such as their history work on the Normans. They take great pride in their work and achieve well. This is because staff have high expectations of them.

Pupils speak politely to each other and to adults. They said that bullying does not happen often, and that staff resolve any issues that arise. The records held by leaders confirm that any bullying incidents are dealt with quickly by staff. Pupils understand the rewards and sanctions associated with different types of behaviour. They behave well. They said that adults in the school treat them fairly. This helps pupils to feel safe in school.

Leaders provide a range of opportunities to meet pupils' interests. For example, pupils value the many sports clubs on offer. They enjoy taking on positions of responsibility, such as school councillors and prefects. This builds their sense of teamwork.

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

Leaders have developed a broad and ambitious curriculum. This means that pupils learn the full range of national curriculum subjects. This prepares them for the next stage of their education. Teachers deliver the curriculum with confidence. They feel well supported by subject leaders.

Pupils, including those with special educational needs and/or disabilities (SEND), typically achieve well. Staff have carefully considered the knowledge that they want pupils to learn and by when. For example, in mathematics, teachers have strong subject knowledge and plan work that helps pupils build their understanding of key mathematical ideas over time. Assessment information is used well to identify when pupils are falling behind. However, some subjects, other than English and mathematics, from the Reception Year to Year 6, are not as effectively planned. This hinders some pupils from building on what they already know and can do.

Staff involved in the teaching of early reading are well trained. This contributes to a consistent approach to the teaching of phonics. Children in the early years make a strong start in reading. Staff ensure that pupils read books that are matched to the sounds that they have learned. This helps pupils to build their reading confidence and fluency. In every classroom, there are well-resourced reading areas where pupils enjoy reading books. Older pupils value these class libraries. Those pupils who spoke with the inspectors said that their vocabulary has improved as a result of

reading. They also confidently discussed the range of books that they have read, including those related to history and science.

Children quickly settle into the Reception Year. They make friends and enjoy their learning. The environment, both inside and outside, is well resourced and organised. Children are well cared for and feel safe. Teachers make sure that they develop children's early mathematics, language and communication skills. This ensures that children are prepared well for Year 1.

Leaders and teachers are skilled at identifying the needs of pupils with SEND. They use the information that they gather about these pupils well to ensure that they can access the curriculum. However, like other pupils in the school, pupils with SEND sometimes struggle to remember some of their previous learning. Pupils with SEND are fully included in the life of the school.

Staff enjoy working at the school. They value the recent changes to assessment procedures. They said that leaders are considerate of their workload and well-being.

Pupils' learning is enriched by a range of well-thought-out workshops and visitors to school. For example, pupils were able to build on their knowledge of Stone Age Britain during a history workshop. Pupils are able to discuss what democracy means to them. They demonstrate a secure understanding of other cultures and religions. Pupils have positive attitudes towards their learning. They are able to complete work without disruption because pupils behave well in lessons and around school.

In recent years, there has been a period of significant disruption in governance. Leaders have continued to maintain their high aspirations for pupils. The local authority has supported the school well. A new governing body is now in place. High-quality training is enabling new governors to carry out their roles effectively. They have an accurate view of the school and provide suitable challenge and support for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of the signs and symptoms of abuse or neglect. They know what to do if they have any concerns about pupils' safety.

Leaders take suitable, swift actions to keep pupils safe. They work effectively with a range of external agencies to support pupils and their families. Pupils learn how to keep themselves safe when working online or in regard to personal safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not well ordered in some subjects other than English and mathematics. This means that pupils' learning does not build on what they already know and can do in these subjects. Subject leaders should ensure that the curriculum is sequenced effectively from early years to Year 6 in all subjects. This will enable pupils to apply their previous learning when they meet new ideas and concepts.

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 information from Ofsted Parent View 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	105192
Local authority	Bolton
Inspection number	10204536
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Siobain Barnes
Headteacher	Samantha Mitchell
Website	www.egerton.bolton.sch.uk
Date of previous inspection	13 and 14 October 2015, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- An interim executive board was formed in November 2020. A substantive governing board has been in place since May 2021.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors spoke with pupils about their work and school life. Inspectors spoke with members of the governing body, a representative from the local authority, the headteacher and members of staff.
- Inspectors reviewed a range of documentation, including documentation about safeguarding and checks undertaken on newly appointed staff.

- Inspectors considered the 60 responses to Ofsted’s online survey, Parent View. There were no responses to the online staff survey or the pupil survey.
- Inspectors looked in depth at reading, mathematics, history and physical education. This entailed discussions with subject leaders, visits to lessons, looking at examples of pupils’ work, discussions with teachers, discussions with pupils and listening to pupils read.

Inspection team

Simon Hunter, lead inspector

Her Majesty’s Inspector

James Marsh

Ofsted Inspector

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