

Inspection of a good school: Eagley Infant School

Stonesteads Drive, Bromley Cross, Bolton, Lancashire BL7 9LN

Inspection dates: 7 and 8 March 2023

Outcome

Eagley Infant School continues to be a good school.

What is it like to attend this school?

Pupils, including children in the early years, flourish at Eagley Infant School. They feel happy and safe. Leaders, trustees and staff are united in their ambition to give all pupils the best start to their education, academically and socially.

Most pupils arrive at school keen to learn and ready to embrace all that the day has to offer.

Pupils generally behave well in the classroom and around the school. They share warm relationships with staff. Pupils understand that adults will support them if they are anxious or worried. If bullying occurs, leaders and staff soon make it stop.

Pupils make friends because they care about each other. At breaktimes, they play happily with their peers in the playground.

Pupils learn to become good citizens. They particularly enjoy the responsibilities that they have been given. These include looking after the wonderful range of animals that live at the school. Pupils talked avidly about the pony named Chewy and the goat called Luna. They learn about different faiths and cultures and raise money for charitable causes.

Pupils, including those with special educational needs and/or disabilities (SEND), live up to the high expectations that staff have for them. They access a curriculum that is well-thought-out, ambitious and fun. By the end of the academic year, Year 2 pupils are well prepared for their transition to junior school.

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

The new headteacher has quickly gained a secure understanding of the strengths of the school and the refinements that need to be made to the quality of education. For example, she is taking swift action to improve behaviour further by revising the behaviour management policy and providing additional training for staff.

Working with staff, the headteacher has designed a curriculum that meets the needs of all pupils, including those with SEND. Many subject curriculums are well planned and sequenced. From the early years to the end of Year 2, teachers are clear about the knowledge that should be taught and the order in which this content should be delivered. However, some curriculums are quite new. In these subjects, teachers are not as confident about what pupils should be taught and what pupils must learn.

In lessons, teachers present new learning well. Most pupils work hard in lessons. Teachers check that pupils understand what has been taught before moving them on to more complex learning. Pupils are given opportunities to work with their friends, sharing their thoughts and ideas.

Some subject leaders make effective checks on how well the curriculum is helping pupils to know more and remember more. However, in a few subjects, leaders are less knowledgeable about how the curriculum is making a difference to pupils' achievement. This is because those subject leaders are in the early stages of gaining the expertise that they need to lead their subjects with confidence.

Leaders place a strong emphasis on developing pupils' vocabulary and reading skills. In the early years, staff take every opportunity to develop children's language. As children learn and play, conversation flows freely. The teaching of phonics begins as soon as children start in the early years. Well-trained staff deliver the phonics programme effectively. Pupils, including those with SEND, read books that are closely matched to the sounds that they have learned. Those who are struggling are given well-targeted support to help them catch up. Pupils leave Year 2 as confident and fluent readers.

Pupils with SEND, including those in the early years, have their needs identified quickly. Staff make suitable adaptations to the curriculum so that these pupils can learn alongside their peers in class. Leaders work closely with other agencies to ensure these pupils get the support that they need in a timely manner.

Pupils access a varied range of activities to broaden their awareness of the world around them. They enjoy attending clubs after school, such as football and computing. They talk fondly about trips in the local area to mills, the library and a residential home. Pupils understand the importance of eating a balanced diet and taking regular exercise to keep themselves healthy. Leaders pay due regard to pupils' mental health.

Trustees know the school well. They undertake regular training to enable them to carry out their roles diligently. In essence, trustees offer leaders support and challenge in equal measure.

Staff are proud to work at the school. They appreciate all that leaders do to support their workload and well-being.

Most parents and carers are delighted with the quality of education provided by the school and the high levels of care afforded to their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding. They have a secure understanding of what they must do if they are concerned about a pupil's welfare. Staff can identify subtle changes in pupils' behaviour which may indicate that they need help. When required, leaders work with outside agencies to make sure that vulnerable families get the support that they need.

Through the curriculum, pupils learn how to keep themselves safe. For example, they are taught how to use the internet safely. Pupils understand the personal qualities that make a good friend.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff are new to subject leadership and do not have the confidence or expertise to lead their areas of responsibility effectively. This means that they are less able to check how well the curriculum is being implemented or how effectively pupils are remembering their learning. Leaders should ensure that subject leaders are supported to lead their curriculum areas effectively.
- Some curriculums are relatively new. They are in the very early stages of being implemented. Teachers are less sure about what to teach in these subjects. This hinders pupils' progress. Leaders should ensure that staff receive the support that they need to deliver the new curriculums well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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.

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	138011
Local authority	Bolton
Inspection number	10256178
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	Board of trustees
Chair of trust	Angela Baker
Headteacher	Charlotte Roberts
Website	www.eagley-infant.bolton.sch.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed. A new acting deputy headteacher has also taken up post.
- A new chair of trustees has also been appointed since the previous inspection.
- Leaders do not make any use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with trustees, the headteacher and staff.
- The inspector held a telephone conversation with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke with some pupils about their learning.

She also looked at samples of pupils' work. The inspector listened to pupils read with a familiar adult. She also considered the curriculums in other subjects.

- The inspector scrutinised a range of documentation, including that relating to safeguarding. She spoke to staff about safeguarding, their workload and their well-being.
- The inspector observed behaviour as pupils moved around the school, in class and in the outdoor play area.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View. This included free-text comments. She also chatted to parents as they brought their children to school at the start of the day.
- The inspector took account of the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Sheila Iwaskow, lead inspector

His Majesty's Inspector

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