

# Inspection of an outstanding school: Johnson Fold Community Primary School

Worston Avenue, Johnson Fold, Bolton BL1 5UG

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Inspection dates:

23 and 24 May 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

Pupils feel safe, happy and well cared for at this popular and friendly school. Leaders have created a warm and vibrant environment where pupils feel at home and thrive in the care and guidance that staff provide. Leaders quickly resolve any bullying concerns or worries effectively. Pupils spoken to were proud to belong to this school. They described their school as a happy family where everyone gets along.

Leaders want the best for their pupils. They want them to achieve well and to shine both academically and socially. Pupils eagerly rise to leaders' high expectations. They work hard and behave well following the 'Johnson Fold Way' in all aspects of school life. In some subjects, pupils show that they are developing a secure body of knowledge. However, in some other subjects, pupils do not achieve as well.

Pupils enjoy representing their school in a variety of events and activities. They enjoy taking part in the many extra-curricular clubs that staff provide. Pupils wear their special red sweatshirts with pride in recognition of hard work and good behaviour each week.

Parents and carers who shared their views with the inspector were overwhelmingly positive about leaders and staff in school. They feel listened to and a valued part of their children's education.

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

Leaders have worked in collaboration with staff to design a learning journey which is rich and balanced and meets the requirements of the national curriculum. They have considered the broad content that they want pupils to learn, step by step, from the early years to the end of Year 6. That said, in some subjects, leaders have either not clearly identified the most important concepts that they want pupils to know and remember or

they have not made sure that pupils revisit these concepts frequently or deeply enough over time to ensure that the learning is secure.

Teachers appreciate the subject-specific training that subject leaders provide. They present new learning clearly and mostly use assessment information well to shape future teaching. However, on occasions, pupils' misconceptions are not addressed quickly enough.

Overall, pupils, including those with special educational needs and/or disabilities (SEND), achieve increasingly well, in some curriculums. In some subjects, pupils struggle to remember earlier learning or to make deeper connections with current and prior content.

Leaders have implemented a structured and ambitious reading programme. When the youngest children start school, staff start to immerse them in a language-rich environment where stories, books and songs are shared frequently with them. This includes the children in the two-year-olds class. As a result, children soon begin to develop a love of books. They start to learn their sounds soon after they have settled into the Reception class. This helps them to learn to read a bank of words before they begin key stage 1. Pupils read unfamiliar books with growing confidence and fluency thanks to the helpful and consistent support that staff provide. Leaders quickly spot any struggling readers. They make sure that these pupils have extra help to keep up with the programme.

Older pupils read with expression and fluency. They show a mature understanding of a wide range of books and texts. They spoke to the inspector about books that they have enjoyed as part of their reading lessons. They particularly value spending time in the school's attractive and well-resourced library.

Pupils' conduct reflects the school's values and ethos. Their manners are impeccable. Children in the two-year-olds provision and across early years quickly learn the school routines and expectations. They bask in the warm support and guidance offered by staff. However, some pupils do not attend school as often as they should.

Pupils with SEND happily learn alongside their peers. Their needs are quickly and accurately identified. Staff use their considerable in-house expertise as well as securing support from outside agencies to provide pupils with the support that they need to access the same content as their peers. In some subjects, they achieve well but they sometimes struggle to make deeper connections with their learning in some curriculums.

Leaders have made sure that pupils benefit from a well-thought-out programme to support and extend their wider development. Pupils enjoy learning about people from a range of religions and backgrounds. They value the many opportunities that they have to represent their school. They spoke proudly about taking part in crown green bowling competitions. They also enjoy learning to play musical instruments, such as the ukulele. Pupils have many opportunities to develop as respectful and active citizens. They greatly value their roles as well-being ambassadors and school librarians. Pupils spoke animatedly about their future goals and career ambitions.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is high on their list of priorities. They provide staff with regular training so that they know what to do if they have any concerns about a pupil's safety. Staff respond swiftly and robustly to any safeguarding issues. They work effectively with external agencies to support pupils and their families.

Pupils learn about different aspects of safety. They know that they should not reveal their identity or password when using the internet. Older pupils also learn about the dangers of getting involved in gangs and gun and knife crime.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, leaders have not identified all the key concepts that they want pupils to remember or made sure that pupils revisit concepts often enough to deepen their learning over time. This means that some pupils develop misconceptions or do not show secure learning in the longer term. Leaders should ensure that subject leaders are supported to refine their curriculums further so that key content is emphasised and pupils develop secure understanding and deepen their knowledge in the longer term.
- Some pupils do not attend school often enough. This has a negative impact on their progress through the curriculum. Leaders should build on the recent gains that they have made in this area and make sure that these pupils attend school every day.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in February 2016.

## 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

<b>Unique reference number</b>	105157
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10199519
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Morgan
<b>Headteacher</b>	Becky Crossley
<b>Website</b>	<a href="http://www.johnsonfold.bolton.sch.uk">www.johnsonfold.bolton.sch.uk</a>
<b>Dates of previous inspection</b>	2 and 3 February 2016, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher and deputy headteacher have been appointed since the previous inspection.
- There is provision for two-year-old children at this school.
- Leaders do not make use of an alternative provision.
- Leaders offer a before-school breakfast club.

## 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 her evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and art and design. For each deep dive, she met with leaders, discussed curriculums, visited a sample of lessons, met with teachers, spoke with pupils about their learning and reviewed samples of pupils' work. She also observed pupils from Year 1 to Year 3 reading to a familiar adult.

- The inspector considered other subjects on the school’s curriculum. She talked to the leaders who lead these subjects. She spoke to pupils about their learning in these subjects. She looked at samples of work in these subjects.
- The inspector held discussions with the headteacher, other leaders and staff.
- The inspector met with governors, including the chair of the governing body. She spoke with a representative of the local authority.
- The inspector spoke with different groups of pupils to gather their views of the school and held discussions about their behaviour and learning. She also observed pupils’ behaviour during lessons and at playtime.
- The inspector considered the responses to Ofsted Parent View, Ofsted’s online survey, including the free-text responses. She spoke to several parents at the start of the school day. She also considered the responses to Ofsted’s online survey for staff. There were no responses to Ofsted’s online survey for pupils.
- The inspector met with those responsible for safeguarding at the school. She scrutinised a range of documentation in relation to safeguarding. She also spoke with governors, staff, parents and pupils about safeguarding.
- The inspector considered a range of documentation provided by school leaders and staff. This included the school priority action plan, minutes of governing body meetings, headteacher reports and the leaders’ self-evaluation document.

### **Inspection team**

Louise McArdle, lead inspector

His Majesty’s Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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