

Inspection of Prestolee Primary School

Church Road, Stoneclough, Radcliffe, Manchester M26 1HJ

Inspection dates: 11 and 12 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Alex Keane. This school is part of the Prestolee Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Michael Tonge, and overseen by a board of trustees, chaired by Andrew Sargeant.

Ofsted has not previously inspected Prestolee Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Prestolee Primary School to be outstanding before it opened as an academy.

What is it like to attend this school?

Pupils at this school get a fantastic learning experience. From the early years to Year 6, pupils succeed in modelling their school's motto to 'aim high and be better than you have ever been before.' Pupils are happy in school and greet their friends and staff each morning.

The school has exceptionally high expectations of what pupils can and should achieve. Pupils, including those with special educational needs and/or disabilities (SEND), consistently live up to or exceed these expectations. They achieve remarkably well.

Pupils relish every opportunity to learn. Pupils are nurtured and cared for by staff who know them very well. As a result, they flourish academically and personally.

Pupils behave extremely well. They work hard in lessons and play cooperatively with their friends. Pupils treat others with thought and consideration.

Pupils thoroughly enjoy the many enrichment opportunities that are woven through the curriculum. For example, they benefit from carefully programmed trips to local farms, museums and places of worship. Pupils regularly take part in sports competitions. They also work with the local community to organise events such as choir performances in nursing homes and nativity plays in the church.

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

The school has carefully mapped out the important knowledge that pupils should learn, and when this should be taught, in each subject. From the early years to Year 6, the curriculum builds pupils' knowledge securely. The high-quality curriculum is broad and balanced.

The school provides staff and leaders with regular, useful training. This helps to ensure that staff support pupils to learn the intended curriculum very well. Staff deliver the curriculum expertly.

Staff are adept at swiftly identifying pupils' misconceptions and misunderstandings. Staff use assessment strategies well to identify any gaps in pupils' knowledge. This information is used skilfully to shape pupils' future learning. Over time, pupils develop a deep body of knowledge across a range of subjects. This is reflected in the high-quality work that they produce, and the in-depth discussions that they hold about what they have learned.

Reading is at the heart of the school's curriculum. Children learn phonics as soon as they begin in the Reception Year. Prior to this, the nursery curriculum encourages children to enjoy sharing stories and rhymes.

Staff are well trained to deliver the phonics programme with confidence and expertise. Pupils practise reading with books that are well matched to the sounds that they have learned. The school ensures that any pupils who find reading difficult get the extra support that they need to catch up quickly. Most pupils become confident, fluent readers.

The way that staff skilfully adapt the delivery of the curriculum to meet the needs of pupils with SEND is a real strength of this school. The school has established effective systems to identify the additional needs of pupils quickly and accurately. Staff provide strong support to pupils with SEND. These pupils become increasingly independent and learn the same curriculum as their peers.

Pupils, including children in the early years, demonstrate exemplary attitudes to their learning. They are friendly and well-mannered. The school places great importance on pupils' attendance and punctuality. Most pupils attend school frequently and on time. The school provides highly effective support when pupils' rates of attendance need to improve.

The way that the school develops pupils' character is commendable. Pupils have a well-developed understanding of differences. They pride themselves on making everyone feel welcome in their school. Pupils, including those who are disadvantaged, benefit from a vast array of activities that are available to nurture their talents and to raise their aspirations. For example, they attend netball, sign language and debating clubs.

Governors know the school very well. Trustees are committed to continuously developing staff and leaders to a high calibre. Governors and trustees have the necessary skills to hold the school to account for the quality of education that pupils receive. In addition, they ensure that staff's workload is managed appropriately. Staff reported that their well-being is considered carefully. They are overwhelmingly proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141915
Local authority	Bolton
Inspection number	10294382
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	Board of trustees
Chair of trust	Andrew Sargeant
CEO of the trust	Michael Tonge
Headteacher	Alex Keane
Website	www.prestolee.bolton.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Prestolee Multi-Academy Trust.
- Prestolee Primary School converted to become an academy in April 2015. When its predecessor school, Prestolee Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- A new headteacher was appointed in September 2019.
- Several governors, including the chair of the governing body, took up their posts since the previous inspection.
- The school manages a breakfast and after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and staff. They also met with members of the trust, including the chair of trustees.
- Inspectors carried out deep dives in early reading, mathematics, geography, computing and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector observed some pupils reading to a trusted adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Ruth Moran, lead inspector	His Majesty's Inspector
Peter Berry	Ofsted Inspector
Valmai Roberts	Ofsted Inspector

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