

Inspection of a school judged good for overall effectiveness before September 2024: Church Road Primary School

Captains Clough Road, Bolton, Lancashire BL1 5RU

Inspection dates:

18 and 19 March 2025

Outcome

Church Road Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The school's aim 'to create a respectful environment in which pupils feel confident to learn' is lived out. Pupils understand and embody difference within their school. They show this through their kindness towards each other in their classrooms and at playtimes. Consequently, pupils discuss race, gender and equality topics with open-minded views and an awareness of others.

Staff are warm, kind and nurturing towards the pupils. In return, pupils show respect to them. Pupils are polite and friendly. They feel safe in this environment. Pupils make positive choices and behave well in lessons and when moving around school. They have a thorough understanding that 'positive choices lead to positive consequences'.

The school has high aspirations for pupils. They achieve well. Pupils are proud to explain what they learn and remember from previous topics. They are well prepared for secondary school by the time they reach the end of Year 6.

The school has a strong ambition that pupils will leave with many positive, happy memories. These include singing in a large choir concert and visiting their local model village. Pupils relate aspects of their music studies to such memories.

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

The school has a coherently designed and ambitious curriculum in place. It has clearly identified the knowledge and skills it wants pupils to learn across subjects from the early years to Year 6. The majority of pupils achieve well as a result.

From the moment that children enter the Nursery Year, there is a sharp focus on ensuring that they listen and communicate well, using an increasingly wide vocabulary. Throughout the school, staff prioritise giving clear explanations when introducing new topics and concepts, using subject-specific vocabulary as appropriate.

The school has prioritised early reading and mathematics, enabling the majority of pupils to get off to a strong start. Pupils, including children in the Reception Year, are well supported to learn to read. Staff deliver the phonics programme well and most pupils read fluently by the end of Year 2. Pupils who find reading more difficult receive the support that they need to catch up. Pupils have access to a diverse range of high-quality texts. Older pupils talk enthusiastically about the books that they have read and the work they have completed with visiting authors.

Teachers have strong subject knowledge. They teach lessons which help most pupils to recall and connect prior learning. Teachers check pupils' understanding through clear questioning. However, some disadvantaged pupils and some pupils with special educational needs and/or disabilities (SEND), struggle to develop their knowledge and skills. Some staff do not have the expertise to adapt the delivery of the curriculum to meet the needs of some of these pupils. This means that they are not able to succeed as well as their peers.

The school identifies the specific needs of pupils with SEND at the earliest opportunity. When pupils have very complex needs and are provided with a plan from external agencies, staff meet their needs well. They receive appropriate support from staff who have the required knowledge and experience to meet their needs.

The behaviour of pupils in the early years through to Year 6 is very positive. At playtimes, pupils access a range of equipment to support collaborative activity. They are taught how to articulate their thoughts and feelings effectively. The school is diligent in its efforts to improve pupils' attendance. This has led to significant improvements in the number of pupils attending school regularly.

The curriculum also supports pupils' personal development. In subjects such as physical education and music, for example, enrichment and extra-curricular activities enhance the core offer significantly. Beyond the curriculum, pupils are encouraged to take part in activities that develop their self-esteem. This might be playing an instrument or taking part in inter-school competitions. Pupils benefit from opportunities to take on leadership roles and have a voice in school.

The school provides excellent support to ensure that pupils develop the skills needed for life in their local community and modern Britain. Pupils have a deep understanding of, and respect for, the differences between people in their community and beyond.

The experienced governing body provides valuable support and challenge to the school. They understand their statutory duties well. The school's effective approach to improving the quality of education takes into account staff's workload and well-being. This means

that staff feel valued and supported in their roles. The vast majority of parents and carers hold the school in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, the school does not make the necessary and appropriate adaptations for some disadvantaged pupils and some pupils with SEND, in line with their needs. As a result, these pupils do not learn as effectively as they could. The school should ensure all teachers have the knowledge and skills to meet the needs of pupils so that all achieve well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 good for overall effectiveness in January 2020.

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	105152
Local authority	Bolton
Inspection number	10366719
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	454
Appropriate authority	The governing body
Chair of governing body	Michael Sidebottom
Headteacher	Deborah Docherty
Website	www.church-road.bolton.sch.uk
Dates of previous inspection	28 and 29 January 2020, under section 5 of the Education Act 2005

Information about this school

- A new chair of governors has taken up their post since the last inspection.
- The school makes use of one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other members of staff. She also spoke with members of the governing body, including the chair of governors and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector observed some pupils from Year 1, Year 2 and Year 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the views expressed by parents in their responses to Ofsted Parent View, including the free-text comments. She spoke with parents as they brought their children to school at the start of the school day.
- The inspector also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Lisa Littler, lead inspector

Ofsted Inspector

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