



Eagley Junior School

Inspection Report

Unique Reference Number 105188
LEA Bolton
Inspection number 277313
Inspection dates 13 September 2005 to 14 September 2005
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Chapeltown Road
School category	Community		Bromley Cross
Age range of pupils	7 to 11		Bolton, Lancashire BL7 9AT
Gender of pupils	Mixed	Telephone number	01204 333708
Number on roll	243	Fax number	01204 333709
Appropriate authority	The governing body	Chair of governors	Mr Muscat Terribile
Date of previous inspection	6 March 2000	Headteacher	Mrs K Wilkinson

Age group	Inspection dates	Inspection number
7 to 11	13 September 2005 - 14 September 2005	277313

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is the only junior school in the local education authority and it is about the same size as most schools nationally. It is in an attractive area on the outskirts of the town. Almost all pupils are from a white British background and pupil mobility is very low. Staffing is very stable with only one change in the teaching staff since the previous report in 2000. The number of pupils eligible for free school meals and the proportion with special educational needs are both well below average. The attainment of most pupils when they transfer from the nearby infant school is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It provides good value for money. The school is modest in its appraisal of itself in some areas. Inspectors agree that it is good and judge aspects such as leadership, management and pupils' personal development as outstanding. The achievement of pupils is generally above average with none significantly below average by the end of Year 6. Teaching and learning are good overall. Teachers' expertise in particular subjects is used most effectively to enrich the curriculum. Pupils of all ages really enjoy their lessons, behave exceptionally well and their attendance is much higher than average. The vast majority of parents are very supportive. They appreciate the good quality of care, guidance, and support. All pupils, including those with learning difficulties or disabilities and the very few from minority ethnic backgrounds, are fully included and take part in all that is offered. The school is exceptionally well led by the headteacher and clearly focused on providing the best quality of care and education for its pupils.

The capacity for improvement is good. All issues from the previous inspection have been dealt with successfully. In particular, the resources for information and communication technology (ICT) have been improved and the latest technology is being used well to support learning by most teachers. Raising standards in English has been a school priority and these have improved significantly as a direct result of management initiatives.

What the school should do to improve further

- Some teachers need to plan more opportunities for pupils to use computers to support their learning in all subjects.

Achievement and standards

Grade: 2

School assessments show that most children entered the school this year with skills that were above those expected for their age. Careful tracking of individual pupils clearly shows that all achieve well as they move through the school. By Year 6, standards are well above average in English, mathematics and science. In English, in particular, the improvement in the school's overall performance in the national tests from 2003 to 2004 has been significant with boys making the most improvement. Pupils with learning difficulties and the few with disabilities achieve well against the targets set for them because they are very well supported in lessons by the highly trained and caring teaching assistants.

Pupils achieve exceptionally well in art, music, drama, physical education and French. These subjects are all strengths of the school due to the quality of teaching and level of progress made by pupils. Artwork on display was of a remarkably high standard for the age of the pupils.

Personal development and well-being

Grade: 1

'Proud to be Eagley Juniors' is an apt motto for the school. Pupils are very positive and proud of their school. They describe the activities they do as 'fun' and 'exciting'. All work hard and try their best in lessons. Attendance figures are well above average and punctuality is outstandingly good. Behaviour is exemplary. All pupils fully understand the school rules and show respect for others. They work together very well and accept responsibility willingly. Pupils with disabilities are not smothered with attention but given the freedom to take a full and active part in lessons. This helps to raise their self-esteem and gives a giant boost to their independence.

The school council gives its members an understanding of working together in a team. They are empowered to make decisions on where to spend their finances and have brought about improvements in the playground that benefit all pupils. The pupils are developing a good understanding of the world of work and thoroughly enjoy learning to speak French.

There are very good opportunities for pupils' spiritual development in and around the school. The 40 metre long pergola over the entrance path, covered with climbing roses and honeysuckle, is impressive and the outside classroom area with pond and wooded area is an inspirational place in which to learn. Pupils' moral and social development is very good. Through visitors and visits to places of interest, pupils gain respect for others and a good understanding of world and local cultures.

Pupils are actively encouraged to adopt a healthy lifestyle and know how to keep themselves safe. Both boys and girls have very good opportunities for exercise and sport, with two hours a week for physical education and a wide range of after school sporting opportunities such as fencing and tag rugby.

Quality of provision

Teaching and learning

Grade: 2

The school judges teaching and learning to be good overall as internal lesson monitoring shows that it varies from satisfactory to outstanding. Inspectors agree with this judgement. Teachers plan interesting lessons and all adults manage pupils' behaviour very skilfully. Most of the teaching engages and motivates pupils very well and meets all pupils' needs very effectively. In particular, excellent support is given to the small number of pupils who have special educational needs.

Overall, the attention to detail and the high expectations of teachers, plus the learning links made between subjects, ensure pupils' achieve well. Teachers' planning is effective but in English support for individual pupils is not shown clearly enough. Since the previous inspection, teachers' use of ICT in lessons is much improved. There is scope to improve this further by making more explicit links to ICT in all curriculum subjects, and this is recognised by the school's own self-evaluation processes.

There is very good use of day-to-day assessment and consistently high quality marking is evident throughout the school. In Year 6, pupils are being systematically taught how to mark, and thus improve, their own work. This is a significant factor in their good progress and the well above average standards they attain. All pupils are aware of their individual targets because teachers use the outcomes of their marking to inform pupils of what they need to learn next.

Curriculum and other activities

Grade: 2

The broad curriculum covers all the subjects of the national curriculum and religious education. French is also taught. Flexible timetabling allows for very effective use of teachers' expertise. All subjects are evaluated very effectively through a broad range of monitoring processes. For example, as a result of observing individual lessons, geography was identified as an area to be developed further. Half of the classes have the latest interactive whiteboard technology and some teachers make good use of computers to support learning in the different subject areas.

The school year is planned to allow time for special themed topics to take place. These are vibrant learning times in which pupils not only have valuable additional learning experiences in the arts, but also improve their spiritual and cultural understanding very well. For example, a theme of 'elephants' included pupils learning about aspects of life in Africa and India and inspired original and exciting artwork.

The curriculum makes a very good contribution to pupils' ability to stay safe and healthy. A very good range of extra-curricular activities contributes very well to pupils' enjoyment and achievement. Specialist teachers from other organisations provide additional drama, music, arts and sports activities, and over 80 per cent of pupils take part in these. Well-trained and knowledgeable support for pupils with learning difficulties or disabilities ensures these pupils' needs are met very well.

Care, guidance and support

Grade: 2

Very good care for pupils contributes significantly to their good progress and their enjoyment of school. As one pupil proudly said to an inspector, 'This is an excellent school and we want you to tell everybody'. The school is very well resourced to accommodate pupils with learning difficulties or disabilities. Those with difficulties in mobility have easy access to all areas of the school. This, plus the support of staff and other pupils, guarantees that these pupils are fully included in all the school has to offer.

The very good relationships between adults and pupils help them to feel secure in expressing their personal thoughts and feelings. For example, in an outstanding 'circle time' session in Year 3, pupils were discussing 'what is special about me?' In Year 6, pupils have written their autobiographies which contain quite personal thoughts and feelings about their lives. The school's assessment and target setting procedures provide pupils with very good guidance on how to make further progress.

Pupils work in a safe environment and playtimes and lunchtimes are well supervised and free from aggression or bullying. Parents are very positive that the school takes good care of their children and the inspection team agrees. Child protection procedures and risk assessments are up-to-date and the school site is secure and impressively well maintained. Pupils learn how to take care and be aware of others, for example, in physical education lessons.

Leadership and management

Grade: 1

Leadership and management are outstanding. The highly skilled headteacher has a very clear vision and has achieved much since her appointment in 2000, just after the previous inspection. She is supported exceptionally well by the deputy headteacher and the positive result of their partnership is the outstanding quality of leadership. This has brought about significant improvements in all aspects of the school's provision and a steady improvement in the standards being achieved by all pupils.

The strong and consistent leadership and stability of staffing ensures that the school has a good capacity to improve. Very thorough systems are in place for evaluating standards and monitoring the quality of teaching and learning. Parents' and pupils' views are regularly sought and taken into account. The role of subject leaders is well developed and they are empowered by the headteacher to promote innovation in their subjects. The management of provision for pupils with learning difficulties or disabilities is a particular strength ensuring that all pupils are fully included and have the opportunity to reach their full potential.

The governing body fulfils its statutory responsibilities well. Many governors visit regularly and are deeply committed to the school. They are knowledgeable and keen to oversee all aspects of the school's provision. The headteacher appreciates their challenging comments and their support. Resources are good. The school has good relationships with the local community, with the feeder infant school and neighbourhood high school. Pupils are prepared very well for the next stage of their education.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We really enjoyed talking to you and looking at your work. We are pleased that you enjoy school and we think you are getting on really well. You are right to be proud to be Eagley Juniors. We agree with you that it is a good school.

The things that we particularly liked were:

- we think your headteacher does a fantastic job
- we think that your teachers are good; that they work hard and that you are learning lots of new things
- the number and range of enjoyable after school clubs provided for you
- the way the school looks after you and cares for you all equally well
- the really interesting work you do in your 'theme' weeks and your lovely artwork!
- the splendid way you all behave towards each other and your teachers.

We have only asked your teachers to improve one thing to make your school even better:

- we would like to see you have more opportunities to use ICT during all your lessons.

Thank you for helping us so much with the inspection of your school. We all hope that you will carry on enjoying learning and helping your teachers to make Eagley Junior School a very good place to learn.