



Inspection Report

**Better
education
and care**

Unique Reference Number 119408
LEA
Inspection number 280546
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Mrs Pat Kime

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

Type of school	Primary	School address	Bolton Road
School category	Voluntary controlled		Edgworth
Age range of pupils	4 to 11		Bolton, Lancashire
Gender of pupils	Mixed	Telephone number	01204 852932
Number on roll	239	Fax number	01204 853011
Appropriate authority	The governing body	Chair of governors	Mr David Knight
Date of previous inspection	1 January 2001	Headteacher	Mr Stewart Plowes

Age group 4 to 11	Inspection dates 7 December 2005 - 8 December 2005	Inspection number 280546
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

Description of the school

Turton and Edgworth C of E/Methodist Controlled Primary School is an average sized school of 127 girls and 112 boys situated several miles south of Blackburn. The school serves an advantaged area. Few pupils receive free school meals and a below average proportion are identified as having learning difficulties and/or disabilities. A small number of pupils are from minority ethnic or mixed heritage backgrounds and very few speak English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Turton and Edgworth C of E/Methodist Controlled Primary School provides a very high quality of education in an extremely positive atmosphere where expectations are very high. It gives outstanding value for money. Parents are overwhelmingly positive about the school. Pupils love learning and they make excellent progress academically and in their personal development. They reach very high standards in the tests at the end of the juniors but standards are not so high in all subjects. Teaching is very good and the school takes good care of pupils. The school is extremely well led and the staff are always looking for ways to improve their work. Provision in the Foundation Stage (reception) is good.

The school has an accurate view of where its strengths lie and what could be even better, but it judges itself too modestly. The improvements made since the previous inspection, along with the commitment and ability of staff, show that the school is in a strong position to improve further.

What the school should do to improve further

- Enable pupils to achieve as well in all subjects as they do in English, mathematics and science.

Achievement and standards

Grade: 1

Standards in mathematics and science are exceptionally high and in English they are not far behind. Standards in writing are not as strong as reading but they are improving. The inspectors saw some work in other subjects and most of it was of a broadly average standard. Pupils' overall progress is excellent and all groups of pupils do equally well in relation to their starting points.

When children start in reception their attainment is slightly above average. They get a good start to their education and, by the end of the reception year, standards are securely above average. By the end of the infants, standards are well above average and pupils continue to do very well in the juniors.

The high standards achieved reflect the culture of the school in which pupils know that academic success and effort are highly valued.

Personal development and well-being

Grade: 1

Pupils make excellent progress in their personal development. They develop into mature and responsible young people with a desire to achieve. Behaviour is excellent. Pupils are very attentive in lessons; they get on with their work with little need for supervision and they value each other's contributions. The school has a relaxed yet purposeful atmosphere and relationships are very good. Staff set a very good example

for pupils and acknowledge all their efforts and achievements. Pupils get on very easily with each other and the adults. They thoroughly enjoy learning here and the attendance rate is very high.

The school's ethos, which is rooted in its Christian character, enables pupils to grow spiritually, and develop great respect for one another. The excellent opportunities for social development result in pupils developing the ability to work cooperatively and contribute to a team effort as well as the self-discipline to work independently. Cultural development and awareness of diversity are promoted very well, particularly through music. Pupils also learn about other cultures through the arts and, increasingly, through links with pupils from other schools who are from minority ethnic backgrounds.

Pupils learn to take responsibility for contributing to the smooth running of the school and to its life as a community. They are proud to carry out their various jobs and do them effectively. Pupils who represent their classes on the school council take the role very seriously. Pupils are taught how to keep safe and to make wise lifestyle choices, for instance, in relation to diet and exercise.

Quality of provision

Teaching and learning

Grade: 1

Teaching is very good. Its effectiveness is evident from the pupils' excellent progress. In several of the lessons seen by inspectors teaching was of an exceptionally high quality.

The school is a community committed to learning. For instance, many staff are learning to play musical instruments along with the pupils. Staff consistently value pupils' efforts and praise and reward their achievements. This learning ethos underpins pupils' progress and promotes their confidence and self-esteem.

Certain strengths characterise teaching throughout the school. Teachers know exactly where their pupils are up to and have high expectations of what they can achieve. Pupils know they are expected to do their very best. The teachers have strong subject knowledge that is utilised effectively, for instance, a subject specialist teaches science to several classes. As a result, lessons often inspire pupils with enthusiasm for learning and enjoyment of it. Most lessons move along at a very brisk pace that keeps pupils on their toes but occasionally too little time is given for pupils to think and discuss. Support staff are deployed very effectively. Marking is thorough and it indicates how well pupils have done. It could, however, be used more effectively to set targets and challenges for all pupils so they know how to do better. In English, mathematics and science there is a strong emphasis on pupils strengthening their key skills and being creative but this is not the case in all subjects.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. Staff work together closely to plan progressive programmes of work for pupils. They use published materials flexibly and imaginatively, particularly in core subjects, so everyday lessons are enriched. For example, in a Year 6 lesson on sentence structure, pupils were motivated by the use of Charles Dickens' writing. The skills of literacy, numeracy and information and communication technology (ICT) are developed in other subjects but such work could be planned more tightly to ensure opportunities are not missed. In some subjects the work builds up pupils' knowledge well but pays less attention to the development of subject specific skills.

The curriculum is enhanced by subject focus days, for instance on art, in which pupils enjoy studying topics in depth, and by educational visits and visitors. There is a very good range of well attended extra-curricular clubs predominantly, though not exclusively, for music and sport.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for all pupils. There are strengths in pastoral care. Staff are dedicated to the pupils' well-being and know them very well. They respond swiftly and effectively to pupils' individual needs and, as a result, those with learning difficulties and/or disabilities or personal problems are supported very well.

Child protection procedures are in place and known by staff. Staff and pupils know the safety routines, such as those for lessons in design and technology and physical education. Systems to support health and safety are regularly monitored but not recorded consistently.

Teachers assess pupils' progress effectively day by day and the whole-school systems for assessing pupils' attainment and tracking their progress are thorough. Consequently, pupils who need extra help or may be slipping behind are identified rapidly. Nonetheless, academic guidance could be improved by more consistent target setting through marking.

Leadership and management

Grade: 1

The headteacher's extremely good leadership is a key factor behind the school's ethos in which every child's all round development really matters, achievement is prized, and pupils enjoy learning. He has real vision for the school's continuing development and carries staff with him. Teamwork is strong and staff share the headteacher's commitment to continuous improvement and his thoughtful, forward-looking approach. The school supports and develops staff extremely well. New staff are welcomed into the team and senior staff help to bring out the best in them. Staff and governors are

fully involved in the process of evaluating the school's effectiveness and identifying areas for improvement and this results in a shared sense of purpose.

The systems to keep a check on pupils' progress are good and points for development are derived from these. For example, lower standards in writing than reading have held back overall attainment in English. Over the last few years, there has been a concerted whole-school drive to improve writing. This has resulted in significant improvement so the current Year 6 pupils are set to reach higher standards in the English test.

Governance is good. The governing body fulfils its responsibilities. Governors receive good information from the headteacher about standards and they are involved in planning for the future. However, their oversight of the school could be enhanced by greater first hand knowledge of its work.

The issues from the previous inspection have been tackled effectively and the school is well-placed to continue improving.

The school has built a strong, mutually supportive partnership with parents. Parents support the school by raising significant funds and several commit time each week as volunteers, for instance, on the Better Reading project. A very high proportion of parents returned the inspection questionnaire and many wrote letters full of praise, particularly for the school's ethos, the teaching and staff teamwork, and the headteacher's leadership.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	1	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	2	NA
The extent to which learners adopt healthy lifestyles	2	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?	1	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	1	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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

www.ofsted.gov.uk

Ofsted helpline

08456 404045

The Pupils

Turton and Edgworth CofE/Methodist Controlled Primary School

Bolton Road

Edgworth

Bolton

Lancashire

BL7 0AH

December 2005

Dear Pupils

Thank you very much for making Andrew Scott and I so welcome in your school when we came to inspect it. We enjoyed our time with you, especially seeing your lessons and talking to you. We were delighted to see how keen you are to learn and do well.

We think yours is a very, very good school and we've given it the top grade out of four. These are the things that are particularly good at your school.

There is a super atmosphere. Your behaviour is excellent and everyone enjoys learning together. The staff tell you when you've done well.

You make excellent progress in English, mathematics and science and standards are very high in these subjects.

School helps you to grow up well. You learn to be responsible, to work well both independently and in groups, and to respect and care for other people.

The teaching is very good. The staff expect you to try hard and do well and they make learning interesting and fun. Some of the lessons we saw were so good that we wanted to stay for longer.

Your headteacher is a very good leader of the school. He and the teachers are always thinking about how to make it better.

We have asked the school to help you to do as well in all the other subjects as you do in English, mathematics and science.

Do keep on working hard and enjoying learning.

Yours sincerely

Pat Kime

Her Majesty's Inspector of Schools