



# Lord Street Primary School

## Inspection Report

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**Unique Reference Number** 105179  
**Local Authority** Bolton  
**Inspection number** 287145  
**Inspection dates** 29–30 January 2007  
**Reporting inspector** John Heap

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

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<b>Type of school</b>	Primary	<b>School address</b>	Lord Street
<b>School category</b>	Community		Horwich, Bolton
<b>Age range of pupils</b>	3–11		Lancashire BL6 7AL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01204 333545
<b>Number on roll (school)</b>	223	<b>Fax number</b>	01204 333367
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Olive Fairhurst
		<b>Headteacher</b>	Mrs P Pollard
<b>Date of previous school inspection</b>	28 January 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	29–30 January 2007	287145

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school that has a mainly White British population. It serves a significantly disadvantaged area of the town, and the proportion of pupils eligible for free school meals is above average. An above average proportion of pupils have learning difficulties and/or disabilities and a small number of pupils are in the care of the local authority. All of the teachers in Years 3 to 6 are new to the school because of significant recent changes in staffing.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school that has some good features. It provides sound value for money.

From a very effective start in the Foundation Stage (Nursery and Reception), pupils' personal development is good. They enjoy school and this is amply demonstrated in their good attendance and good behaviour. Pupils take a keen interest in the world around them and contribute well to the smooth running of the school and the wider community. The school council is involved in decision making and it reports back to the governing body on pupils' views. The school's otherwise satisfactory curriculum supports personal development particularly well, including promoting their knowledge, understanding and adoption of healthy and safe lifestyles. Exemplary care ensures that pupils feel safe and secure in this welcoming and warm environment.

Children enter the school with weak communication, mathematical and social skills. They progress well in the Foundation Stage because of good quality teaching and good provision. Even so, standards are still below average when children enter Year 1. Standards are a little below average by the end of Year 6. The school's results in national tests fluctuate, but they are better than at the time of the last inspection and the trend is upwards. This has much to do with the more rigorous approach to assessing pupils' work and the identification of areas for improvement. There is some inconsistency in the use of marking to tell pupils how well they are doing and what they need to do next and for this reason, progress is satisfactory. It also means that the quality of teaching and learning is also satisfactory. The inconsistencies are unsurprising given the extensive changes to the teaching staff at Key Stage 2. Across the school, pupils have too few opportunities to use writing, mathematics and information and communication (ICT) in other subjects and as a result, standards are not as high as they could be.

The joint leadership and management of the headteacher and deputy headteacher are strengths of the school. Their determination to remain well focused on pupils' academic and social needs and development has meant that the school is getting through difficult times well. The headteacher has been very successful in developing strong links with external providers, particularly the adjoining secondary school and the neighbouring library. As a result, pupils' standards and progress are improving in library skills and science, for example. School improvement planning identifies the right priorities and measures of success are challenging. The school has a reasonably accurate view of its past performance but the renewed drive to improve standards is based upon accurate monitoring and challenging of pupils and staff. Consequently, parents are satisfied with what the school offers, and one typical view is: 'All of the staff go out of their way to be helpful and supportive.' Governance is satisfactory. Governors support the school well.

## **What the school should do to improve further**

- Provide more opportunities for pupils to use and develop their basic skills across all subjects so that standards are raised in writing, mathematics and ICT.
- Further improve the quality of teaching to that of the best and ensure that marking provides pupils with a clearer view of how well they are doing and what they need to do improve further.

## **Achievement and standards**

### **Grade: 3**

Children enter the Foundation Stage with skills that are below expectations; particularly weak are their communication, mathematics and their personal and social development. They progress well because the teaching and other arrangements are good, but pupils' attainment on entering Year 1 is below national expectations. The school's results in national tests show that by the end of Year 2, standards are a little below average. Standards dipped a little in 2006, mainly because of weaker mathematics results for higher attaining pupils. By the end of Year 6, standards are again a little below average. There are occasional fluctuations because of higher levels of pupils with extra learning needs, as in 2005. From Year 1 to Year 6, pupils' achievement is satisfactory. The trend in results is upwards. Across the school, girls are doing better than boys and action to redress that difference is a priority in the school improvement plan. Pupils with extra learning needs and those in the care of the local authority are well supported and make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Moral and social development is a particular strength and leads to pupils thoroughly enjoying school – as one put it, 'we like our teachers and our lessons'. As a result, there is good behaviour, very good relationships and good attendance. Pupils' knowledge and understanding of the diverse cultures in our society are limited. The curriculum and caring ethos successfully promote pupils' personal achievement, self-esteem, confidence and pride. In the Foundation Stage, children make good progress in personal and social development. Pupils have a good understanding of the importance of exercise and healthy eating. Pupils make a useful contribution to school affairs through the school council and their responsibilities around school. Members of the council are proud of their contributions to school life, especially their involvement in recycling materials, 'to help protect the planet'. Good attitudes to learning, appropriate development of basic skills and outstanding links with the adjoining High School ensure pupils are well prepared for the next stage of education. Nevertheless, opportunities to involve pupils in setting targets for improvement in their use of basic skills are not yet consistent.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is very strong in the Foundation Stage because assessment information is used very well to plan the next stages in learning. All evidence points to a mix of good and satisfactory practice in the rest of the school. Typically, lessons have: teachers managing pupils well so that there are few disruptions to learning; good relationships between teachers and pupils; and inconsistencies in the way marking is used to involve pupils in knowing what they need to do next to enable them to improve. Teachers have a satisfactory awareness of the need to continually provide opportunities to develop pupils' language and communication skills, but opportunities are missed for pupils to use their writing skills in other subjects. For instance, work planned in history and religious education is too heavily reliant on worksheets that provide very limited writing experiences.

Good use is made of the specialist skills of teachers from the adjoining high school in subjects such as science. Teaching assistants confidently work with small groups and make a good contribution to pupils' learning.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum contributes well to pupils' personal development and supports pupils' enjoyment, well-being and knowledge of how to live in a community. External providers and facilities make a substantial contribution to pupils' learning. For example, the weekly use of the town's sports arena or the opportunity for all pupils in one age group to learn to play a musical instrument. Pupils value these activities, saying that they are 'lucky' to be able to take part in them. Outstanding links with the local High School and with the local library result in pupils benefiting greatly from specialist teaching and having regular access to a wide range of reading materials. In the Foundation Stage, every opportunity is taken to develop pupils' social skills. But opportunities are missed for pupils to use and develop their writing, numeracy and ICT skills in other subjects and this means progress and achievement are not as good as they could be.

### **Care, guidance and support**

#### **Grade: 2**

Pupils and their parents agree that this is a very caring school. The personal care that pupils receive is outstanding. Pupils' health and safety are of paramount importance and this is reflected in the robust arrangements for safeguarding pupils, child protection, and health and safety. Pupils feel secure in school. Of particular note is the way in which children in the Nursery class quickly settle because of the clear routines. Many pupils start school with low esteem and little confidence, and then find that their needs are met and nurtured very well. Relationships with adults are very good, so pupils can ask for help when they need it, although written guidance is

less helpful. Expectations of behaviour are high, resulting in an orderly community where pupils feel free from any harassment. There are effective systems in place to check on pupils' progress but this information is not used consistently to ensure that pupils are clear about what the next stages in their learning should be.

## **Leadership and management**

### **Grade: 2**

The prolonged period of disruption and uncertainty is being successfully overcome because of the good shared leadership and management of the headteacher and deputy headteacher. The school has rightly sought and benefited from the support of the local authority, particularly in the training and development of the many new staff. This is part of the effective school improvement plan that is increasingly focusing on the continuing raising of standards. Priorities are accurately chosen and are based on the rigorous gathering of first-hand evidence through the tracking of pupils' work and the monitoring of staff performance. Consequently, the school has a good capacity to improve. Governance is sound and benefits from the strong reporting traditions, for example, by the headteacher and subject coordinators. Financial management is prudent and the school is well resourced.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Mr Yates, Mr Adeagbo and I really enjoyed visiting your school this week. We are most grateful for the warmth of your welcome and the courtesy and help you provided. Please give our special thanks to the many children and adults who talked with us. Your school is giving you a satisfactory quality of education and is really improving.

What we particularly liked about your school:

- the very good teaching and good progress in the Foundation Stage (Nursery and Reception)
- your good behaviour, attitudes to school, attendance and the very strong relationships you develop
- the good leadership and management provided by your headteacher and deputy headteacher
- the outstanding links with the secondary school and the library give you the chance to do well in things like science and reading
- your contribution to school life and the way you fulfil the responsibilities that make your school such a caring place to live and work
- the good range of activities that are provided by people and organisations outside the school that make learning more interesting for you.

We have asked the teachers to give you more opportunities to use and develop your writing, numeracy and ICT skills through your learning in other subjects. You and your friends can be a great help by using your skills whatever the lesson, or the subject. We have also asked your teachers to provide further guidance when they are marking your work. They can do this by making it very clear how well you are meeting your targets and what you need to do to improve further. We feel certain that you will want to do all you can to follow the advice given and meet all of your targets.

The inspection team wishes you well and good luck for the future.