



# Claypool Primary School

## Inspection Report

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**Unique Reference Number** 105195  
**Local Authority** Bolton  
**Inspection number** 287150  
**Inspection dates** 5–6 March 2007  
**Reporting inspector** Janette Corlett

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>	Salisbury Road
<b>School category</b>	Community		Horwich, Bolton
<b>Age range of pupils</b>	4–11		Lancashire BL6 6LN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01204 333426
<b>Number on roll (school)</b>	208	<b>Fax number</b>	01204 333425
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Fran Thomas
		<b>Headteacher</b>	Mrs Glenys Evans
<b>Date of previous school inspection</b>	12 March 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Claypool Primary School is located in the Horwich North East ward in Bolton. It is a very popular school serving an area composed of local authority and private housing, as well as a number of older established properties. Very few pupils are eligible for a free school meal. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is similar to that found nationally. The school holds the Artsmark Gold award, the ActiveMark Gold award, the Basic Skills Award, the Charter Marks for excellence in public service, Investors in People status and the Healthy Schools award. The school provides breakfast and after-school clubs.

## 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 which provides good value for money. This is because of good leadership and management and a shared culture of continuous improvement.

Children enter the Foundation Stage with standards which are typical for their age and make good progress in all areas of their learning. Good teaching and learning ensure that pupils continue to make good progress throughout the school so that by Year 6 they usually attain above average standards overall. In the 2006 national tests for 11-year-olds, standards dipped to be in line with the national average, but this was due to the differing circumstances of this particular cohort. Standards in the current Year 6 are above average.

Personal development and well-being are outstanding. Children settle into the Foundation Stage quickly and make a good start. The school aims to develop the whole child and is very successful in this. Pupils are very well prepared for the world of work. They are confident and have high self-esteem. They understand the importance of healthy lifestyles and say that they love coming to school because 'learning is fun'; consequently, they behave well and are exceptionally polite towards visitors. There are plenty of opportunities for pupils to take responsibility and contribute to the local and wider communities. Attendance is good. Pupils' spiritual, moral, social and cultural development is excellent; older pupils are clearly aware of the diversity of modern society. They know racial discrimination is wrong and understand the need for tolerance and listening to one another's views.

The outstanding curriculum is rich and stimulating, and pupils experience a broad range of learning activities both in and out of the classroom. There is a strong focus on literacy, numeracy and information and communication technology (ICT), and there are many well planned opportunities for pupils to extend their skills in other subject areas. ActiveMark and ArtsMark Gold awards accurately reflect the strength of the school's curriculum in sports and the arts. It is a measure of the strength of the school community that not only do all teachers lead after-school clubs, but non-teaching and support staff do also.

Teaching and learning are good. Most lessons are lively and interesting, so that pupils are eager to learn. However, in some lessons, pupils do not settle quickly enough to their tasks or remain fully engaged in them. As a result, on these occasions pupils do not achieve as well as they should. In the Foundation Stage there is good provision for outdoor learning, and there are plenty of opportunities for children to choose learning activities for themselves and become independent learners. Teachers use regular assessments effectively to ensure that tasks are suited well to pupils' different abilities. Careful marking of pupils' written work helps them understand how to improve.

Care, guidance and support are outstanding. This is a very caring school with a strong community ethos. There are very effective systems for tracking pupils' progress. This means that pupils who are not making as much progress as they should or who have specific learning difficulties are quickly identified and supported in their future learning.

All pupils have individual targets for improvement and these are shared with parents in frequent 'pop-in' sessions.

Leadership and management are good. Rigorous systems for self-evaluation and review mean that school leaders have a good picture of the school's strengths and areas for development. This leads to clear planning for improvement. The inspection evidence on standards and achievement shows that the school knows its strengths well, but is occasionally over-generous in its grading.

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

- Make sure that in all lessons pupils are quickly and fully engaged in their learning to enable them all to make good progress.

## **Achievement and standards**

### **Grade: 2**

Children enter the school with broadly average ability and attain above average standards by the end of Year 6. This supports the inspectors' judgement that achievement is good overall and not outstanding as the school judges in its self-evaluation.

Progress in the Foundation Stage is good and children achieve well in all six areas of learning. By the end of Year 2 standards are above the national average, and all groups of pupils make good progress from their original starting points. In recent years, standards by the end of Year 6 have been above average overall. Pupils' performance in mathematics and science has been well above average and typically stronger than in English. In the 2006 national tests at the end of Year 6, standards in mathematics and science were broadly average, and slightly above average in English. This was due to unusual circumstances affecting this cohort of pupils. Pupils' work, together with information from the school show that standards are currently above average, particularly in English, where the recent drive to improve pupils' achievement in writing has been very effective. Pupils with learning difficulties and/or disabilities also make good progress.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a clear awareness of right and wrong. They show respect and concern for others, and the school ensures that they have a good understanding of the cultural diversity of society. They care for the environment. One pupil commented, 'even one person can make a difference' when reflecting on global warming.

Behaviour is good overall, and sometimes it is exemplary, as seen in assemblies and when pupils are talking to visitors. Pupils are confident that they are safe and say that there is very little bullying - 'just friends falling out now and then'. They show an outstanding awareness of how and why it is important to live healthy lifestyles. They

talk with enthusiasm of why crisps, chocolate and fizzy drinks are no longer allowed in snacks or packed lunches.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and this leads to pupils making good progress overall. Improvements in the teaching of writing have led to improved standards. Teachers form good relationships with pupils, and this results in pupils being well motivated to learn and enjoying themselves in doing so. Pupils are confident to answer questions and become involved in class discussions. In the Foundation Stage, children are encouraged to express their feelings, and this leads to good personal and social development. Teachers set challenging tasks for learning, based on thorough assessment of prior learning. They are confident in their subjects and share lesson objectives well to focus pupils on tasks. They make good use of interactive whiteboards; in one mathematics lesson observed, an interactive whiteboard was used particularly effectively to challenge thinking on how to calculate the area of different shapes. Occasionally, teachers' expectations of behaviour are not high enough, and this means that pupils do not settle quickly to independent or group tasks, nor do they remain engaged in them. As a result, some pupils do not make as much progress as they could.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. The school makes good provision for English, mathematics and ICT and outstanding provision for pupils' personal development. Similarly, provision for pupils with learning difficulties and/or disabilities, and for those pupils identified as being gifted and talented, is good. The school has modified its curriculum successfully in order to improve standards in writing. It embraces the 'willing' curriculum, making pupils excited and energised by learning through building up units of work across several subjects, and being flexible in the timetabling of lessons to accommodate these.

The school is using ICT to encourage creativity, for example through video conferencing, powerpoint sharing between schools, and in the study of microbes in science lessons. All pupils have the opportunity to learn French, and many other activities extend and enrich the curriculum outstandingly well. These include creative arts packages, concerts and performances, sporting events and after-school clubs. It is a measure of the strength of the school community that not only do all teachers lead after-school clubs, but support and non-teaching staff do also.

## Care, guidance and support

### Grade: 1

The school provides outstanding care, guidance and support for pupils through a highly committed staff team. Procedures for child protection and risk assessment are effective and the school follows government recommendations for safeguarding children. The school provides an inclusive learning environment with all pupils given full access to a rich and varied curriculum. Philosophy lessons help pupils extend their thinking and develop their sense of responsibility towards one another and to society at large. Excellent tracking procedures give good academic guidance to pupils on how to improve their work. Target setting is firmly established in the day-to-day routine of the school and challenges pupils to move forward and to play an important part in their own learning. The school works well with parents, the majority of whom are very supportive. However, some parents feel that pupils do not always behave as well as they should. Induction procedures for new starters are very good and this means they quickly settle into the school. Similarly, pupils leaving to move on to the next phase of education do so confidently because of the school's careful transition arrangements and good relationships with local high schools.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher provides strong leadership. Her enthusiasm and determination continually drive the school forward towards aspirational goals for pupils' personal development and academic achievement. She is well supported by staff and governors, who share her determination to raise standards and improve provision. Subject leaders have a generally clear understanding of standards and provision in their subjects.

The school evaluates its performance thoroughly in order to make improvements. For example, assessment data indicated weaknesses in writing, and these are being addressed very successfully. The school development plan is comprehensive is based on effective self-evaluation and is shared by governors and staff. The school knows its strengths well but is occasionally over-generous in its grading.

Governors know the school well and play an important role in helping to shape its direction as well as holding it to account for its performance. The budget is managed efficiently in order to underpin improvements. Good leadership, together with good teaching, thorough appraisal of performance and a shared determination to improve give the school a good capacity to improve further.

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## 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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
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>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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	1
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

We really enjoyed coming to your school. It was lovely to talk to you and learn how much you enjoy coming to school feel safe there, and how well cared for you are. You show a great deal of respect for each other and for all the adults who work in your school. You also know all about eating healthily, and the importance of exercise in keeping you fit. We were very impressed with your concern for the environment and for those people who are less fortunate than yourselves.

There are lots of things which the school does very well indeed, and these include:

- the way your teachers make learning interesting and fun
- making sure that you have lots of exciting things to do - the after-school clubs, trips and visitors who help you with your learning
- the way your teachers help you to know how to improve your work.

We have asked the school to help you to learn even more by making sure that you always settle down to work quickly and quietly, and keep on working hard for the whole of the lesson. You can help with this through listening carefully to your teachers' instructions and trying really hard to follow their advice.

Thank you again for making us feel so very welcome in your school, and for being so polite, kind and helpful during our time there.