

# Chorley New Road Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	105178
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	308790
<b>Inspection dates</b>	25–26 June 2008
<b>Reporting inspector</b>	Jim Crouch

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Meredith
<b>Headteacher</b>	Mr A Hurst
<b>Date of previous school inspection</b>	22 November 2004
<b>School address</b>	Chorley New Road Horwich Bolton Lancashire BL6 6EW
<b>Telephone number</b>	01204 697835
<b>Fax number</b>	01204 667930

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<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 June 2008
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## Amended Report Addendum

Through the dynamic leadership of the headteacher,

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This average sized school serves a suburb of Bolton. The vast majority of pupils are White British. The number of pupils eligible for free school meals is below average, as is the proportion of pupils with learning difficulties and/or disabilities and the number with a statement of special educational need. A small number of pupils are in public care. The school is an Investor in People and holds the Eco-school Silver, Healthy Schools, Activemark and International School awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education and good levels of care, guidance and support.

Achievement is satisfactory. Children enter the Foundation Stage with skills and abilities that are below those expected for their age. As a result of good teaching and support they make good progress so that when they enter Key Stage 1 their attainment is close to the national average. Pupils make satisfactory progress through Key Stages 1 and 2. Standards at the end of Year 6 are broadly average, although, as the school recognises, attainment in writing and mathematics is lower than it should be.

Pupils enjoy coming to this harmonious and welcoming school and, as a result, develop an enthusiasm for learning. Personal development is good. Pupils show positive attitudes towards each other and the adults who care for them. They talk confidently to visitors about their work and their progress. They are well behaved in lessons and when playing together. Pupils are well aware of how to stay safe and maintain a healthy lifestyle by, for example, taking part in many sporting activities or taking advantage of the school's breakfast club and fruit schemes. Most pupils join in activities before and after school, with music being particularly popular. Pupils care for each other and are aware of the things they can do to improve the lives of others. For example, they support pupils in a partner school in Tanzania. They are asked for their ideas on how to improve their own school and contribute to this through their work on the school council and the Eco-school project.

Care, support and guidance are good. Parents say that staff are approachable and supportive and that their children are happy, safe and well looked after. Arrangements to ensure child protection are well established and regularly reviewed. The school works well with parents, community organisations and other agencies to promote pupils' well-being. Support for pupils with learning difficulties and/or disabilities and for the small but increasing number whose first language is not English is good, enabling them to become confident learners.

The curriculum is good. It reflects the outward-looking nature of the school. Pupils are involved in a range of activities organised by the local primary school cluster and the school has gained the International School Award. Recently, the curriculum for English and mathematics has been reviewed and improved. The introduction of a topic based approach has extended pupils' awareness of their place in the world and improved their ability to work independently. Teaching and learning are satisfactory. There is much good teaching in lessons. However, this has yet to lead to a sustained improvement in standards. A reason for this is that the more able pupils are not always given work that stretches them and opportunities to extend their learning.

Leadership and management are satisfactory. The school had a significant budget deficit when the headteacher was appointed. This led to staffing cuts and reduced the levels of support for pupils. Through the dynamic leadership of the headteacher, the deficit has been repaid and resources and staffing levels have improved. In addition, good professional development is giving staff the skills and confidence to raise standards. The procedures for safeguarding pupils are in place and meet current requirements. Senior leaders and governors now have a broadly accurate understanding of the school's strengths and what it needs to improve. The school gives satisfactory value for money and under its present leadership has sound capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress in the Foundation Stage because it is well led and managed and the staff work well as a team. Children join the Nursery with below average skills, particularly in language and literacy and personal development. They make good gains in their learning to reach nationally expected levels at the end of their Reception year. There are good levels of support, especially for those who have less confidence or need more help. Children are presented with exciting opportunities to explore, discover and solve problems both indoors and outdoors. For example, a 'minibeast mansion' has been created by the children and provides an ongoing source of interest and focus for learning. There is a good balance of adult and child led activities. However, some of these could be used more effectively to provide greater challenge for the more able. Children are happy and enjoying their learning. Their progress is assessed and recorded well. Early literacy and numeracy are well promoted so that children make good gains. By the time they reach the end of the Reception year they have an enthusiasm for learning and a keen interest in books and stories. Parents are welcomed into the area and value the opportunities the school provides for them to contribute to their children's progress. Children's contributions are valued by staff and, as a result, they confidently answer questions, make comments and concentrate well. This prepares them well to move on to Key Stage 1.

### What the school should do to improve further

- Raise standards in writing and mathematics in Key Stage 1 and Key Stage 2.
- Provide work for pupils in Key Stages 1 and 2 that is sufficiently challenging for all pupils, including the most able.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards by the end of Year 6 are broadly average for all groups including those from minority ethnic backgrounds. Pupils start Year 1 with broadly average standards. They make satisfactory progress overall, although the proportion attaining the higher levels in writing and mathematics at the end of the Key Stage is below average. The school has taken steps to address this by providing more individual support and the use of additional teaching resources. There are signs that pupils are now making better progress. In recent years, there has been an improvement in pupils' attainment at the end of Key Stage 2. Standards attained in the 2007 Key Stage 2 tests were close to the national average, although the proportion of pupils achieving the higher levels in mathematics was lower than expected. This was due mainly to weaknesses in teaching earlier in the key stage and because data were not being used effectively to identify areas of underachievement. Progress at Key Stage 2 is broadly satisfactory for all groups of learners. However, weaknesses in writing have meant that achievement in English is not as good as in mathematics and science. Recent improvements in the tracking of pupils' progress have led to much more accurate identification of individual underperformance. As a result, teaching is more closely matched to pupils' needs and support for individuals and groups is more effective. Older pupils are now making up lost ground at Key Stage 2 and pupils with learning difficulties and/or disabilities are making better progress.

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

### **Grade: 2**

This is a strength of the school. Pupils behave well and say they enjoy school. They particularly appreciate their new playground, their good opportunities to use computers and the rewards and incentives they are given. Pupils take sensible steps to stay safe, for example, by joining in the 'walking bus'. They know what to do if they need help and support. Many are keen on sports and take advantage of the good range of after-school sporting activities. Their spiritual, moral, social and cultural development is good. They enjoy many opportunities to embrace difference and diversity through the school's international work. Consequently, they have good awareness and appreciation of other lifestyles and cultures. Pupils respond well to opportunities to take on roles and responsibilities across the school. They contribute their views through the school council and via a suggestion box. The effective work of the school's Eco group, in improving the school grounds and raising environmental issues, has contributed to the achievement of the Eco-school Silver Award. Pupils have good information and communication technology skills and are increasingly able to work independently and in groups. Their satisfactory attendance and average attainment in literacy and numeracy means that they are making satisfactory progress in preparing for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers establish good relationships with their pupils and use a suitable range of strategies to engage and motivate their pupils who respond with enthusiasm. Lesson planning is generally good. Teachers make effective use of interactive whiteboards to engage pupils and enhance their learning. Lesson objectives are shared with pupils. However, they tend to focus on what pupils are going to do, rather than on what pupils are going to learn. As a result, pupils do not always know what they are expected to achieve. In the better lessons, pace is good and lively teaching keeps pupils interested and engaged. In the less effective lessons, the activities are less well matched to the lesson objectives. This means that pupils, particularly the more able, are not sufficiently challenged and their progress is not as good. Teaching assistants are skilled and contribute effectively, both in the classroom and through withdrawal work with groups and individuals. Marking is used well to inform pupils of the progress they have made and what they need to do to improve. Pupils are aware of their learning targets and are expected to monitor and record their own progress. Teachers now make effective use of data to plan lessons that build on what pupils already know and can do and address areas of underperformance.

### **Curriculum and other activities**

#### **Grade: 2**

Recognising the need to raise standards in English and mathematics, the school has improved the schemes of work for these subjects to ensure that teaching is more effective. Teachers of other subjects are working well together to develop a cross-curricular approach based on the international Primary Curriculum. This provides good opportunities for the more traditional subjects to be taught in more meaningful contexts, thus increasing enjoyment of learning. The schemes of work provide good opportunities for raising international and multicultural awareness and developing pupils' independent learning skills. Evaluation indicates this approach to the curriculum is effective in supporting the development of literacy, but that more needs to be

done to reinforce numeracy skills. Pupils have good access to computers. There are good opportunities for pupils to extend their learning and skills, particularly through sport and in music. The curriculum is enriched by educational visits, including much valued residential visits to Manchester and France.

## **Care, guidance and support**

### **Grade: 2**

The school goes to great lengths to make sure each pupil feels secure and valued. Pupils say that they feel safe and that if there is ever an incident of bullying it is taken seriously. All pupils are well integrated into the life of the school and the result is a happy, harmonious and hard-working atmosphere. Procedures for safeguarding pupils and meeting health and safety requirements are in place and reviewed regularly. Vulnerable pupils and those with learning difficulties and/or disabilities are identified early and are given effective support, both from within school and from a number of external agencies. Provision for gifted and talented pupils is less well developed. Pupils are aware of their targets and the progress they are making in literacy and numeracy. Parents are well informed of their children's learning and progress through well-attended parents' evenings and written reports. Regular high-quality newsletters update them on all aspects of school life and the school holds a number of events to strengthen links with parents.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and governors have established a school that is valued by the community it serves. In the recent past, the school has experienced financial pressures, which reduced its capacity to provide a good level of resources. The headteacher has successfully addressed budget issues and created a bright and stimulating learning environment which is well resourced and provides satisfactory value for money. The school is committed to inclusion and takes satisfactory steps to ensure that all pupils receive the education and care to which they are entitled. It has made satisfactory progress in addressing issues raised in the last inspection. The introduction of a new curriculum framework and an effective programme of staff development have engaged and motivated staff and increased their ownership of what they are teaching. Leaders and managers have clear roles and responsibilities and middle managers are developing the skills needed to manage their areas of responsibility and contribute to school improvement. The governing body has a clear understanding of its role and responsibilities. Governors know the school and its pupils well and are actively involved in the life of the school and its community. They are improving their understanding of school leadership and management and are increasing their involvement in school improvement planning and evaluation. As a result, they are increasingly able to challenge the work of the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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**

Thank you for welcoming us to your school and being so polite and friendly. The inspectors enjoyed talking to you and hearing all of the things you like about your school. We were particularly impressed by the Year 3 musicians as they practised for a concert. We found that your school looks after you well and that you make good progress in the Nursery and Reception classes and satisfactory progress in other years.

Here are some of the things we think are good about your school:

- how keen you are to do well in your lessons
- your good behaviour and how well you all get on together
- how hard the staff work to help you enjoy your education.

There are two important things we think could be better and so I have asked the school to:

- help you to reach higher standards in writing and mathematics
- make sure that your lessons give you the chance to learn even more than you do now and make the best possible progress.

Of course, you also have an important part to play in helping your school to carry on improving. You can do this by continuing to be as positive about learning as you are now and keep trying to improve all aspects of your work.

Thanks again for making us feel so welcome.