

Egerton Primary School

Inspection report

Unique Reference Number	105192
Local Authority	Bolton
Inspection number	308794
Inspection date	1 November 2007
Reporting inspector	Arthur Markham

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

Type of school	Primary
School category	Community
Age range of pupils	5-11
Gender of pupils	Mixed
Number on roll	
School	214
Appropriate authority	The governing body
Chair	Mrs Pat Morrison
Headteacher	Mrs E Zsargo
Date of previous school inspection	10 November 2003
School address	Cox Green Road Egerton Bolton Lancashire BL7 9RE
Telephone number	01204 333530
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; the personal development and well-being of pupils; and leadership and management. Evidence was gathered from the analysis of pupils' test results, scrutiny of samples of their work, lesson observations, observations of pupils at break and lunchtime, discussions with pupils, staff and governors, school documentation and parents' questionnaires. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This average sized school serves an area of mainly private housing. The number of pupils claiming free school meals is lower than that in most schools, as is the number with learning difficulties and/or disabilities. Most pupils are of White British background with only a small number from minority ethnic groups. No pupil is at an early stage of learning English. The school has been awarded the Basic Skills Quality Mark, the E Mark for information and communication technology and has Healthy School and Investor in People status. A new headteacher took up appointment in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which gives excellent value for money. On entering the school the attention given to excellence in all its work is clearly evident in the high quality displays and attractive entrance area. The very warm and friendly atmosphere and open approach is highly appreciated by parents, who are very pleased at the way the school works to involve them in their child's learning. Parents rate the school very highly. They say that staff are very approachable and teachers are always willing to give them an update on their child's progress. Comments such as, 'An excellent school,' and 'The staff do a fantastic job,' reflect the views of many. The pupils' smiling faces and their desire to tell you what they are doing in lessons reflect their enjoyment of school. They show excellent awareness of the importance of learning. They talk excitedly about the way learning is presented to them in topics that bring subjects together in a meaningful manner. They appreciate highly the way that the curriculum is displayed in classrooms so that they are fully aware of what they are to learn, saying, 'There's never a time when we don't know what we are going to do'.

Pupils' mature and sensible approach to school results from the close attention given to their personal development and well-being, which is outstanding. Teachers work hard to develop the pupils' self-esteem and confidence. At playtimes the warmth of relationships is evidenced by the way that pupils and staff play together on the playground. At times it is difficult to determine who is enjoying the activity more, pupil or teacher. The way that pupils relate to each other and show a caring approach to others is excellent. Their collections for charities are further evidence of the level of concern they show for others. In lessons, pupils listen attentively and their eagerness to answer questions reflects their excellent attitudes to learning. Behaviour is exemplary. They are very pleased at the way the school listens carefully to their views through the school council and also carries out surveys to get a broader response. They talk excitedly about the changes that have resulted, particularly the wide range of games equipment now available at playtimes. Pupils' awareness of the importance of a healthy lifestyle is reflected by the school's achievement of the Healthy School Award. Their description of themselves as entrepreneurs and success in raising money during an 'enterprise' week reflect their high level of economic awareness.

Pupils are fully aware that their teachers have their welfare at heart and say they feel very safe at school. The level of pastoral care provided for pupils is excellent and matched by the high quality academic guidance given them. They have a very clear awareness of their targets and appreciate highly the way that the teachers' marking of their work helps them to understand how they can improve. They say how much they like their teachers and the way they help them to learn. 'The teachers make learning fun,' is a view expressed by many.

The successful way that the school generates an enthusiasm for learning is a major factor in the pupils' very good achievement and its success in maintaining high standards. Over the last five years the results of national tests at the end of Year 2 have been above average in reading, writing and mathematics. Pupils in Years 3 to 6 build on this strong platform, make very good progress and reach standards that are almost always well above national averages by the end of Year 6. The proportion of pupils who attain the highest level is also well above that in most schools. Whilst there was a dip in performance in 2007, as a result of a higher than usual number of pupils with additional learning needs, the work of the present pupils indicates that standards are again well above average. The school is not complacent and is always striving to improve.

This is evident in the very challenging targets it has set for 2008 and the way that it continually works to raise the quality of teaching.

Pupils respond to the lively and stimulating teaching enthusiastically and really enjoy the way that learning is presented to them. The range of strategies used by teachers ensures that pupils are continually given opportunities to work independently, in pairs and teams. This maintains a high level of interest and pupils consequently listen carefully, respond to questions and contribute thoughtfully to discussions. Pupils' enjoyment extends well beyond lessons and the wide range of subjects, including French, they are taught. Music is also given a high profile, through the use of a part time teacher. They enjoy visits and the visitors to school that enrich the curriculum, and speak appreciatively of the many extra-curricular activities provided for them.

The high quality leadership and management of the school are central to its success. The new headteacher has quickly earned the respect of parents and pupils by the way she is building on the strong foundations laid by previous leaders and continuing to take the school forward. Her strong leadership and clear vision are already having a marked impact on the work of the school. The strong focus placed on working in partnership with all stakeholders is highly appreciated by parents. The headteacher is very well supported by the committed and hard working staff who take on responsibility enthusiastically. The school's arrangements for self-evaluation are thorough and very effective. Pupils' progress is closely monitored so that action can be taken to support any pupils seen to be underachieving. Governance is excellent. Governors play key parts in challenging and supporting the school. They monitor the work of the school thoroughly and provide high quality support and challenge. Taking all these factors into account, the school's capacity to improve is excellent.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage (Reception Year) is well led and managed. Good relationships with the on-site private playgroup ease the children's transition into school. Children enter the Reception class with skills similar to those expected for their age. Very effective teaching and a wide range of activities successfully develop good learning habits and children make a rapid start to their learning and achieve well. Most children reach the national expectations for their age, with some exceeding them by the end of the Reception year. Teacher directed activities are presented in a warm and caring manner so that children become confident and feel secure. The stimulating curriculum and bright and attractive displays excite children to want to learn. They respond enthusiastically to the opportunities to work independently and in small groups. Activities inside are well organised, with photographs used well to give them clear guidance as to what they must do to succeed in their tasks and achieve their targets. The outside area, however, is used less effectively, with the result that children's social development is not as well developed as other areas of learning.

What the school should do to improve further

- Develop the use of the outside area in the Foundation Stage to improve opportunities for children's social development.

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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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

It was a pleasure to visit your school to find out how well you are learning. Thank you for being so friendly and talking to me. I very much enjoyed my day with you and listening to what you had to say. I agree with what many of you told me: that Egerton Community Primary is an outstanding school.

I think your school is a very welcoming place and I was very impressed at the way that it is always trying to improve, so that you do well. I particularly liked the warm and friendly atmosphere and the way the staff take excellent care of you, so that you feel safe and happy. This was very clear to me because many of you told me how much you like your teachers and enjoy school. I was also very impressed by the mature approach you have to your learning and how hard you work for your teachers. This is the main reason that you make such very good progress and reach well above average standards in English, mathematics and science. Your behaviour in lessons and around the school is excellent and I was pleased to see how well the older pupils take care of the younger ones. Your awareness of the importance of a healthy diet and how to keep fit and healthy was clearly evident when I talked to some of you at lunchtime.

Thank you for helping me so much with the inspection of your school. Your new headteacher and all the staff work very hard to give you a good education so that you achieve well. I have asked them to develop the Reception class outside area so that children in this class are given more opportunities to learn outside.

I hope that you will continue to work hard in school and help the teachers so that your work gets better and better.