

# Eagley Junior School

## Inspection report

---

<b>Unique Reference Number</b>	105188
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	324177
<b>Inspection dates</b>	4–5 December 2008
<b>Reporting inspector</b>	Liam Trippier HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony Terrible
<b>Headteacher</b>	Mrs K Wilkinson
<b>Date of previous school inspection</b>	13 September 2005
<b>School address</b>	Chapeltown Road Bromley Cross Bolton Lancashire BL7 9AT
<b>Telephone number</b>	01204 333708
<b>Fax number</b>	01204 333709

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	4–5 December 2008
<b>Inspection number</b>	324177

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Eagley Junior is an average sized school located to the north of Bolton. Below average numbers of pupils are eligible for free school meals. There are low numbers of pupils from minority ethnic groups and most speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is lower than average. The school is an Investor in People and has been awarded the Basic Skills Quality Mark, the Work-Life Balance Quality Mark, Activemark Gold and very recently, Healthy Schools Gold.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Eagley Junior School provides a good education for its pupils. This evaluation matches the school's overall view of its own effectiveness. Most pupils are happy, confident and enjoy many aspects of school very much. The vast majority of parents who made their views known to the inspectors are strongly supportive of the school and state that their children are very happy there.

The school has maintained consistently high standards in English, mathematics and science over several years. Pupils enter Year 3 having reached above average standards in reading, writing and mathematics from infant school. The majority make good progress and attain well above average standards in national tests by the time they leave the school. Most pupils are well prepared for the next stage in their education. A good proportion of more able pupils, though not all, reach the higher Level 5 in English, mathematics and science. The school is taking effective actions to improve matters for all more able pupils through important changes to the curriculum and lessons for targeted pupils.

Teaching and learning are satisfactory overall, although some is good. In good lessons pupils learn well and make good progress due to the teacher's enthusiasm and subject knowledge and the good use of examples to explain ideas. This ensures that pupils are engaged and enthusiastic about their work. In a proportion of lessons teaching is satisfactory. While the learning needs of most pupils are met in these lessons, teachers have not used assessment information well enough when planning activities so that tasks are not sufficiently challenging. More able pupils are disadvantaged most when this occurs. Teaching assistants support learners well and provide good opportunities for pupils with learning difficulties and/or disabilities to develop and improve their basic skills. Teachers use information and communication technology (ICT) effectively to enhance the presentation of their lessons. Pupils use ICT well and enjoy the school's facilities to communicate electronically with friends and to work on class projects. The curriculum meets the needs of learners well and is developing to include more links across different subjects.

Pupils' personal development and well-being are excellent. Pupils have a clear understanding of how to live healthily and act safely. Their attendance is excellent, demonstrating the commitment of pupils and their families to the school and to the importance of a good education. Pupils make an excellent contribution to the community. For example, Year 6 wrote strong, effective letters of complaint to the council about the condition of the footpath between Eagley Juniors and the local high school. As a consequence of this, a new path was laid and the area has been enhanced considerably. Staff demonstrate a high level of care for pupils and safeguarding requirements are met fully.

Leadership and management are good overall and this has ensured a strong focus on maintaining high standards. Parents value the headteacher's leadership and her openness in discussing matters with them. The monitoring of lessons is carried out regularly, but not all subject and senior leaders effectively evaluate the impact of teaching on pupils' learning.

### What the school should do to improve further

- Improve teachers' use of assessment and tracking information when planning learning so that the needs of all pupils in lessons are fully met.

- Develop the skills of leaders at all levels so they can accurately evaluate the quality of teaching and learning and its impact on pupils' outcomes.

## **Achievement and standards**

### **Grade: 2**

Pupils enter the school with standards that are above average in reading, writing and mathematics. The majority make good progress and leave Year 6 with standards which are well above average. There are no significant differences between the performance of different groups of pupils including those pupils with learning difficulties and/or disabilities, who also make good progress. The majority of pupils do well because they are highly motivated, behave extremely well and are attentive in all lessons. Most lessons are suitably challenging with a variety of tasks and activities which effectively meet their learning needs. In some lessons, however, progress slows as the work which pupils undertake fails to engage and challenge them sufficiently. Pupils with learning difficulties and/or disabilities and others identified as underachieving, receive additional support and make good progress. Pupils capable of higher attainment missed their targets in national tests in 2008, although the school has introduced a range of measures which are successfully tackling this matter. The school has compelling evidence to suggest that all pupils in the present Year 6 are set to meet their targets in the core subjects of English, mathematics and science.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. One parent said 'my daughter has more confidence and there has been a big improvement in her attitude since attending Eagley. Pupils' social, moral, spiritual and cultural development is good. They have an excellent understanding of different faiths and cultures and thoroughly enjoy celebrating these through music and drama. They cited a particularly positive learning experience of Gypsy Roma culture last term. This included meeting people from the traveller community and enjoying assemblies. Children benefit from the opportunity to consider spiritual matters in assemblies and at pertinent points in lessons. Pupils demonstrate an excellent understanding of healthy lifestyles. They regularly participate and excel in high quality sporting experiences. Many pupils enjoy the school's healthy lunches and understand the importance of healthy eating. Most say they enjoy school, feel safe and know who to turn to if problems arise. They respond positively and actively in most lessons where their contributions are valued and they are required to be more than just passive learners. Their attendance is excellent. Pupils understand the importance of arriving at school promptly, saying 'it's important to be on time for school because we don't want to miss our learning'. They make an outstanding contribution to the community. The children regularly raise money for charities on 'Spotty Dotty' day and 'Blue Friday', and sing in the community library and local hall. They have made a significant contribution to improving the local environment through liaison with the district council. Together with their progress in literacy, numeracy and ICT, such opportunities make a valuable contribution to pupils' future education. This is enhanced by a range of opportunities which allows pupils to successfully take responsibilities and develop effective teamwork skills. For example, as playtime buddies when pupils in Year 6 effectively support younger pupils each day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is predominantly satisfactory and some is good. Although the majority of pupils achieve well during their time in school, rates of progress vary between year groups. There are some noticeable strengths. In lessons where teachers demonstrate high expectations and offer challenge and motivation, pupils are keen to succeed showing great commitment to their work. They work well together showing exemplary attitudes and determination. The 'Philosophy for Children' initiative, where active learning and problem solving are encouraged, is particularly enjoyed by pupils. In some classes, target setting is good and pupils have a clear understanding of what is required to improve their work. In these lessons, there is a clear focus on learning and self-evaluation which helps the majority of pupils to make good progress.

However, high expectations of what pupils can achieve are not consistent across all classes. This results in some pupils, particularly the most able, not being sufficiently challenged in their work and this limits their progress. This is due in part to teachers' ineffective use of the school's achievement and tracking information, so that activities do not meet the learning needs of all pupils. It is further compounded by marking, which although regular and positive, does not adequately help pupils understand how to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is broad and balanced, meets statutory requirements and the needs of all pupils well. The appropriate emphasis on literacy and numeracy is helping all pupils to progress in the acquisition of these key skills. The recent initiative to improve pupils' writing is well timed and necessary. The school has placed recent emphasis on active learning and while most teachers have embraced this change willingly, there are some staff who have been slow to implement this approach. They have retained published schemes and a predominance of worksheets, which do little to interest or motivate pupils.

Enrichment opportunities are plentiful, with pupils experiencing a rich diet of hands on activities such as making wattle and daub and participating in themed weeks based on the Olympics or the Gypsy Roma Community. The school provides a good range of extra-curricular activities which are well attended. In particular, there is a wide variety of sports clubs enhancing the provision for physical education as well as providing opportunities for those pupils with particular talents to excel on a wider stage. Staff ensure activities in music, sports and drama are enjoyable. A large proportion of pupils play musical instruments and they have opportunities to perform, for example, in their annual musicals. The music curriculum for example, in Year 4 is particularly popular where all pupils and staff have the opportunity to play a brass instrument or the drums. Partnerships with the local secondary school, participation in the local group of primary schools and collaboration with representatives of other cultures and faiths add important value to the pupils' learning experiences and to their personal development.

## Care, guidance and support

### Grade: 2

The school provides good care and support for its pupils. Procedures for ensuring the health and safety of pupils are good. Risk assessments are appropriately detailed to ensure the safety of pupils both in school and when on educational visits. Safeguarding arrangements are robust and meet statutory requirements. Pastoral support is good and pupils feel safe.

There is an appropriate system in place for tracking pupils' progress. This has a strong emphasis on the outcomes of end of year tests and provides leaders and teachers with useful information to set targets for learners. Pupils' written work is tracked regularly in order to identify pupils who are at risk of underachieving, but ongoing assessments in other subjects are not as regular. Target setting with individual pupils is satisfactory overall, but marking does not clearly state how pupils can improve their work in all classes. Some good target setting practice exists, but it is not consistent across the school.

## Leadership and management

### Grade: 2

Leadership and management are good with many strengths. Under the leadership of the headteacher there is a secure focus on raising standards. The headteacher knows the strengths and areas for the school to develop, including those aspects of teaching and learning which require improvement. She is taking appropriate steps to ensure this occurs. The school has established effective systems to track the progress of each pupil. This includes the use of challenging targets to focus pupils and staff on expected levels of performance, although further work is required to establish this uniformly across all classes.

The school has some very effective middle leaders, such as in literacy and a cohort of new and promising senior leaders who are keen to make their mark. Their appointments are too recent, however, to fully gauge their impact, although initial signs are good. Governors have a clear view of the strengths and weaknesses of the school and challenge and support appropriately. Community cohesion is promoted very well and there are good links with other schools in Australia, Ghana and a multicultural school in North West England.

The large majority of parents who made their views known to the inspection team were overwhelmingly supportive of the school. The impact of changes made to the curriculum, pupils' personal development and well-being and the changes being made to the quality of teaching and learning demonstrates that this school has good capacity to improve further.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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 capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
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 learners' needs?</b>	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

## 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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

Inspection of Eagley Junior School, Bolton, BL7 9AT

Thank you for making the inspection team so welcome when we inspected your school recently. We very much appreciated your support and help. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found.

- Eagley is a good school.
- You behave very well in lessons and around school.
- Your school takes good care of you.
- You make good progress in your learning by the time you leave Year 6.
- You feel safe and happy in school and have someone to turn to if you have a problem.
- You know how to live healthily.
- You make an excellent contribution to your community.

I have asked your headteacher and the staff to make improvements in the following areas.

- To improve the way teachers use the assessment information about your learning when they plan lessons, so all your needs are met.
- Make sure that the headteacher and the staff know how well the actions they are taking are helping you to learn.

I am sure you will do your utmost to help your teachers bring about these improvements by continuing to work hard and behaving well. On behalf of the inspection team I wish you the very best for the future.