

Turton and Edgworth C of E/Methodist Controlled Primary School

Inspection report

Unique Reference Number	119408
Local Authority	Blackburn with Darwen
Inspection number	327023
Inspection date	9 October 2008
Reporting inspector	Judith Straw

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	234
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Knight
Headteacher	Mr Stewart Plowes
Date of previous school inspection	1 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bolton Road Edgworth Bolton Lancashire BL7 0AH
Telephone number	01204 852932

Age group	4–11
Inspection date	9 October 2008
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Fax number

01204 853011

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and the following issues:

- pupils' progress and achievement in English and mathematics
- how well the school uses the process of setting targets to raise standards and promote achievement
- the quality of provision and the rate of children's progress in the Early Years Foundation Stage (EYFS).

Evidence was gathered from the school's records of pupils' progress and the assessments of the standards they attain, from observing teaching and learning, from analysis of pupils' work in books and from discussions with pupils, staff and governors. Parents' responses to the Ofsted questionnaire were also analysed. 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 is an average sized Church of England and Methodist voluntary controlled primary school situated in a village near Bolton. The area is above average in terms of social and economic advantage. Most pupils are of White British heritage. There are fewer pupils with learning difficulties and/or disabilities than usual and only a small proportion of pupils whose first language is not English. A smaller proportion of pupils than nationally claim a free school meal.

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 where exemplary leadership and shared high aspirations lead to excellent achievement. The school gives excellent value for money. The vast majority of parents are highly appreciative of the school's challenging, interesting and caring ethos. One parent summed up the views of most 'This is an exceptional school.' Parents praise all aspects of the school including the leadership, the 'enthusiastic, literate and encouraging teachers' and the creative approach to the curriculum. Several parents expressed concern about large class sizes but know that the school is carefully monitoring this to ensure that no child is at a disadvantage.

The school was judged to be highly successful at the time of the last inspection and there have been good improvements since then, alongside the school maintaining high academic standards as seen in national data over several years. Pupils consistently reach well above average standards in Key Stage 1 and these high standards are sustained through Key Stage 2. In 2007 there was a dip in the standards in English. The school identified the weakness, put in strategies to increase progress and standards have risen again. In the most recent provisional test results in Year 6 three quarters of the pupils achieved the higher level in English, well over half achieved the higher level in mathematics and nearly every pupil reached the higher level in science.

A significant factor in the high achievement is the excellent quality of teaching and learning. Teachers have very good subject knowledge and make lessons exciting and interesting so that pupils want to learn. Teachers constantly challenge pupils and use assessment very effectively to ensure that work is well suited to different abilities. Teaching assistants take a very active role in lessons and there is excellent team-work between all the staff in school. Pupils are very well informed about the progress they are making and how to reach their next target. Marking is closely linked to the process of setting targets and this is a strength in all areas of the school. Relationships are excellent so that pupils approach work confidently and are eager to learn.

Complementing teaching and learning is the outstanding curriculum. It is very stimulating and varied with lots of enrichment through visits, visitors, extra curricular activities and practical work. The curriculum is carefully planned to ensure that pupils extend their skills in literacy, numeracy and information communication technology (ICT) in other subjects in order to extend and to give a purpose for learning. Cross-curricular work is a strength and parents write appreciatively about the creative approach; 'Last Year's Egyptian project which included a radio broadcast and an Egyptian feast was fantastic.'

Pupils' personal development is outstanding. They thoroughly enjoy school and this is illustrated by the well above average attendance. Older pupils are very keen to contribute to the day-to-day running of the school, help the younger ones settle in and add their voice to decisions about the school's active place in the local community. Behaviour is excellent, pupils are confident and have high self-esteem. Across the school, pupils are very aware and sensitive of the need to be safe and to lead healthy lifestyles. The school has very successfully developed a range of its own traditions that encourage and challenge pupils. For example, the house system encourages friendly competition and teamwork and there are frequent awards for star of the day, star of the week and a regular weekly assembly to celebrate pupils' achievements. Pupils' spiritual, moral and social development is outstanding and their cultural development is good. They learn about other faiths in religious education but have little experience of meeting people from other faiths and cultures and the wider community. They are very well prepared for their future economic well being and contribute very well to the school and local community.

Care and guidance are excellent and this makes a significant contribution to personal development and achievement. There are very close links with parents and many parents praise the communication between home and school. Support for pupils with learning difficulties and/or disabilities and those who learn English as an additional language is excellent and procedures for safeguarding children are robust. The school makes very effective use of its comprehensive systems for tracking and assessing progress.

Outstanding outcomes for the pupils and excellent provision are the result of high quality leadership and management. The headteacher believes implicitly in promoting, developing and maintaining core strengths and traditions in the school. The school is very much at the heart of the local community but links beyond the local area are still to be developed. The headteacher is very well supported by two assistant headteachers who have been instrumental in many changes. Leadership is positively encouraged at all levels so that all staff form a very dynamic team fully committed to raising standards and improving provision. Governors are very supportive and have an accurate view of the school's work. The school is never complacent and everyone involved is constantly trying to find ways to improve. Clearly, the school has an excellent capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The Early Years Foundation Stage is outstanding. Parents are very pleased with the respect and care shown to their children and are proud of the progress they make. Children settle quickly in Reception and their confidence soon grows. They respond extremely positively to the exciting indoor and outdoor environments, and to the absorbing and appropriate practical activities staff arrange for them. Teaching and learning are outstanding. Children are encouraged to make sensible choices and participate fully because staff support them with excellent, questions and explanations and ensure consistency and progression throughout. Staff emphasise courtesy and consideration throughout the day, which, with well established routines, enable children to form positive relationships. When children begin Reception most have skills and knowledge just slightly above those typical for their age. By the end of Reception the majority of children consistently reach the goals expected of them and most exceed expectations. This outstanding achievement is the result of a high standard of care and rigorous assessment and diligent support, which identifies individual learning needs and ensures individuals make excellent progress. The very effective leadership is characterised by accurate self-review and determination to improve.

What the school should do to improve further

- Create more opportunities for pupils to learn about cultures other than their own and forge links with the wider national and international communities.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

¹Grade 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

How good are 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
The extent to which 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 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

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 eliminated	1
How well does the school contribute to community cohesion?	2
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

10 October 2008

Dear Pupils

Inspection of Turton and Edgworth CofE/Methodist Controlled Primary School, Blackburn with Darwen, BL7 0AH

Thank you for the warm welcome you gave me when I inspected your school. I enjoyed my day with you immensely and only wished I had had more time to see all the interesting things you are doing in lessons and in the after-school clubs. I particularly appreciated talking to many of you and hearing how much you enjoy school. Please thank your parents for sending in the questionnaire returns. I did have time to see the colourful and interesting outdoor facilities and examples of your art work on display inside school. Your creative work is very good.

Yours is an outstanding school. You make rapid progress in your work and reach well above average standards by the time you leave. You have the personal qualities to be successful in life and the skills and knowledge to make the most of the next stage of your education. I was particularly impressed by how well you get on together and your concern for those less fortunate than yourselves. The way in which you work with and contribute to your local community is excellent. Many of you told me how much you like school and know that you are valued as individuals. The care and support you receive is certainly of a very high quality. Your teachers and teaching assistants make lessons interesting and enjoyable and they are very talented in the way they check your progress and help you to do even better. Everyone in school is committed to giving you the best possible start to your education.

To broaden your education even further I have suggested to the school that they look at ways of developing links with schools and organisations in nearby cities and in other countries.

Yours sincerely

Judith Straw

Lead inspector