

# Lord Street Primary School

## Inspection report

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<b>Unique Reference Number</b>	105179
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	336441
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Barry Jones

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 of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Olive Fairhurst
<b>Headteacher</b>	Mr Andy Marshall
<b>Date of previous school inspection</b>	29 January 2007
<b>School address</b>	Lord Street Horwich Bolton BL6 7AL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and saw all the teachers who were present, teach. In addition, each classroom was visited again to check the quality of the provision for young children or for pupils with special educational need and/or disabilities. Inspectors held meetings with governors, staff, groups of pupils, and the local authority adviser. They observed the school's work, and looked at the school's documentation, including that for safeguarding and the tracking of pupils' progress. There were 54 responses to the parental and 111 to the pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies to raise standards and achievement in Key Stage 1 and writing throughout the school
- how good the quality of teaching is and how well teachers use assessment data to meet the needs of different groups
- why outcomes in the Early Years Foundation Stage appear to be good while provision and leadership and management are judged by the school to be satisfactory
- the effectiveness of managers at all levels in raising achievement
- the effectiveness of the school's strategies to promote good attendance and behaviour.

## Information about the school

Lord Street is an average size primary school with more boys than normally found. There is a higher proportion of pupils who are eligible for a free school meal than in most schools. The great majority of pupils are of White British heritage and few have English as an additional language. The proportion of pupils with special educational need and/or disabilities is above average; these are mainly for moderate learning difficulties. The school has achieved Healthy Schools status and the Activemark.

The school has been through a turbulent time. Last year, for different reasons, there was no Key Stage 1 or Key Stage 2 leader for extended periods. Currently, there are two teachers and three support assistants on long-term sick leave. This is a high proportion in a school where there are only eight classes. The school is consequently receiving support from the local authority.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Lord Street is a satisfactory school that is emerging from a turbulent period. Attainment at the end of Year 6 is average. Given pupils' broadly average starting points, achievement over time is satisfactory. However, progress through the school is uneven. Children make a satisfactory start in the Nursery and Reception Years. Staffing difficulties and some weaknesses in teaching have had an adverse impact in Key Stage 1. Standards declined over the last three years and some pupils did not make the progress they should. Teachers' absences have contributed to a lack of continuity in some pupils' learning. The school is taking robust action and the situation is being turned around. The rate of progress made by pupils accelerates in Key Stage 2 because of better teaching.

A review by the local authority in 2009 found that there were significant weaknesses in the quality of teaching. Significant support and challenge by the local authority and the school itself means that teaching has improved and is now satisfactory. The school recognises that more needs to be done to improve the quality of teaching even further. Teachers manage their classes well and the great majority of pupils now make satisfactory progress. However, there is too much inconsistency in the use of assessment data and target setting to promote learning for this aspect to be satisfactory overall. Teachers vary in their ability to plan work for pupils of different abilities and a small minority of pupils still do not make the progress they should. Most teachers mark pupils' work conscientiously, but not all provide pupils with constructive feedback on how they might improve further. Management resources are very stretched because of the need to cover for teachers' extended absences. As a result, the senior manager with responsibility for pupils with special educational needs and/or disabilities is a full-time class teacher and there is insufficient time for her management role.

Most pupils enjoy coming to school and feel safe. This is a caring school and pupils respond positively. Behaviour in classes is often good but pupils and parents relate that there is some misbehaviour. Attendance has dipped this year to a low level, despite some effective work with other agencies. There is not always the fullest cooperation from all parents and carers in helping to reduce persistent absenteeism.

The school is less reliant on the local authority's support and is increasingly contributing significantly to its own improvement. For example, effective action has been taken to raise standards in writing through appropriate training for teachers. The quality of teaching has improved through robust support and challenge. The school has a good knowledge of its strengths and weaknesses and self-evaluation is secure. The headteacher is a driving force and is giving clear direction to the school. The school, therefore, has satisfactory capacity to improve.

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## What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Key Stage 1, by:
  - making effective use of assessment data to plan work to match the abilities of different groups
  - giving feedback to pupils on how they might improve further
  - making effective use of targets to promote higher achievement
  - providing more continuity for pupils' learning when class teachers are absent.
- Improve the provision for pupils with special education needs and/or disabilities, by:
  - ensuring managers have sufficient time to perform their role effectively
  - tracking their progress more closely.
- Improve the attendance of pupils, by:
  - communicating to parents and carers the importance of good attendance
  - intensifying the efforts to persuade the few parents and carers whose children's attendance is low, to send their children to school more regularly.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3

Behaviour in classrooms is good and contributes to creating the good relationships seen. A small minority of pupils misbehave but the school has appropriate strategies to manage this. Boys and girls contribute equally. In the 2009, Year 6 national tests, however, girls attained higher than boys. Pupils enjoy lessons and work purposefully. In the pupils' survey, 94% said they learn in lessons. Scrutiny of books revealed improvements in pupils' writing. There is progress in writing in different styles and for different audiences to reach the levels expected for their age. Pupils with special educational needs and/or disabilities make mixed progress, but it is satisfactory overall. While a significant minority of these pupils make good progress where they receive carefully targeted support, a few do not make sufficient progress because they do not receive the same quality support. Progress in mathematics and science is good in Key Stage 2. As a result of recent improvements, progress in English and that overall, for younger pupils is satisfactory. Overall, current achievement is satisfactory.

The school council takes its role seriously and its members say that their views are valued. The school seeks to involve all pupils and each has a classroom responsibility. Pupils make a satisfactory contribution to the community. The awards of Healthy School's status and the Activemark reflect their commitment to healthy living. However, take up for the healthy school lunches is relatively low. Pupils are satisfactorily prepared for secondary education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The school's monitoring shows that the quality of teaching is improving. Teachers give clear explanations and give good individual support when pupils seek help. They make satisfactory use of interactive whiteboards to add interest to lessons. In a good Year 3 lesson, the teacher provided an excellent stimulus by acting out a scene before pupils attempted to write an adventure story. The lesson was not outstanding overall because opportunities were missed to involve the pupils more. A feature of the less than good lessons was that teachers talked for too long. In others, the same work was set for all pupils. Consequently, it was either too easy for some pupils or too hard for others. In Year 6, pupils are set individual targets which help them to improve. The practice in other classes is more variable.

The curriculum in English is good, having improved in the last 18 months through initiatives for both writing and for reading. Through assemblies and the curriculum, pupils acquire a good understanding of right and wrong. The curriculum for religious education and some topics cultivates pupils' satisfactory understanding of other cultures. The provision for information and communication technology (ICT) has improved

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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considerably in the last year. Pupils acquire satisfactory ICT skills through a discrete course. However, there are too few opportunities for them to use these skills in other subjects.

Lord Street is a caring school. It works well with other agencies to ensure that the needs of vulnerable children are met. Attendance is not high enough. This is partly because families go on holiday during term time. There are also a few families where the attendance of their children is consistently low. The school works well with other agencies, but there is scope for further work with parents and carers of persistent absentees. The school tracks pupils' progress well. Where dips in performance are detected appropriate support is provided. The school analyses pupils' progress over a key stage. For pupils with special educational needs and/or disabilities, this is too infrequent to effectively evaluate their progress towards meeting their improvement targets identified in their individual education plans.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher provides a strong lead and is prepared to take difficult decisions. Absence of staff has meant that too many initiatives are dependent on the headteacher. The local authority has provided valued support and a planned reorganisation of staffing responsibilities is aimed at sharing leadership more widely. The coordinators for literacy and numeracy already make a significant contribution to their subjects. For some other subjects there is no designated coordinator. The school has been successful in improving the quality of teaching. Procedures for safeguarding are satisfactory but some recent policies are not yet embedded well. Similarly, there is satisfactory promotion of community cohesion locally, but wider links are just being established. The school is inclusive and there are now no underachieving groups. The school has been through a difficult time. However, it has demonstrated that it is capable of maintaining the momentum for improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

There is variation from year-to-year but overall, children enter nursery with skills that are broadly those expected for their age. Their communication and literacy skills, however, tend to be below average. Consequently, the school rightly places a high emphasis on developing these skills. In 2009, the school participated, with local authority support, in a project to teach reading through linking sounds and letters. This was very successful and these pupils made good progress to reach above average standards by the end of the Reception Year. The school has continued using these methods. There is a satisfactory balance of teacher-led activities and opportunities for children to learn independently through structured play. Teaching is satisfactory. Leadership and management are satisfactory and teachers' lesson planning and the tracking of children's progress are improving. As a result, children make satisfactory progress and are attaining skills commensurate with their age. However, sometimes adults miss opportunities to develop children's thinking and knowledge through effective questioning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A large majority of parents and carers are supportive of the school. As one parent



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commented, 'Personally my child loves Lord Street'. A minority of them feel that behaviour is not good at the school. The inspectors found that behaviour is satisfactory and often good. The school deals well with the small amount of poor behaviour. A minority of parents and carers also feel that staff are not as accessible as they were and consequently the school has less of a family feel. The inspectors agree with the local authority's and governors' view that it has been necessary to improve the security of the site although it is recognised that this has not been popular with some parents and carers. Others understand why this action has been taken and one parent wrote, 'Safeguarding at the school is exceptional and sometimes makes it hard to speak face to face with her teacher, but I know that the procedures are in place for the benefit of all'.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lord Street Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	30	28	52	6	11	2	4
The school keeps my child safe	20	37	32	59	1	2	1	2
The school informs me about my child's progress	14	26	27	50	12	22	1	2
My child is making enough progress at this school	11	20	29	54	8	15	5	9
The teaching is good at this school	11	20	33	61	7	13	2	4
The school helps me to support my child's learning	10	19	28	52	9	17	6	11
The school helps my child to have a healthy lifestyle	10	19	35	65	6	11	3	6
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	15	34	63	5	9	3	6
The school meets my child's particular needs	11	20	29	54	9	17	4	7
The school deals effectively with unacceptable behaviour	10	19	22	41	11	20	10	19
The school takes account of my suggestions and concerns	9	17	23	43	12	22	8	15
The school is led and managed effectively	7	13	25	46	11	20	10	19
Overall, I am happy with my child's experience at this school	15	28	22	41	9	17	8	15

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 February 2010

Dear Pupils

Inspection of Lord Street Primary School, Bolton, BL6 7AL

Thank you very much for your help and cooperation when we inspected your school. You were polite and courteous to us. You told us that you enjoy school and feel safe there. Your school council members represent you well and say that the school takes account of what they say.

Your school has been through a difficult time with several staff being away ill. The local authority has given the school a lot of good support and so Lord Street is satisfactory school. Most things are satisfactory. This includes the teaching you get and the way you in which you are looked after. Consequently, you reach standards expected for your age. The school has been particularly successful in helping you to write well.

The school is determined to make things even better for you. There are three things that we have agreed the school will do. It will:

- seek to improve the teaching further, particularly by asking teachers to better use the information they already have about what you can do to help plan your learning
- work with some parents and carers to improve your attendance
- ensure that teachers who help those of you who find learning difficult have time to do their work and to check how well you are doing.

Some of you can help with the second thing on this list by coming to school more often.

Yours sincerely

Mr Barry Jones

Lead inspector

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