

# St Bede CofE Primary School, Morris Green

## Inspection report

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<b>Unique Reference Number</b>	105251
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	336458
<b>Inspection dates</b>	1–2 December 2009
<b>Reporting inspector</b>	John Dunne

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	447
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bert Hirst
<b>Headteacher</b>	Mr Jack Hatch
<b>Date of previous school inspection</b>	7 January 2007
<b>School address</b>	Morris Green Lane Bolton Lancashire BL3 3LJ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at assessment data, individual education plans, case studies and monitoring and evaluation documents. 61 parental questionnaires were analysed.

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

- the progress pupils are making
- the effectiveness of measures put in place by the school to improve attendance
- the accuracy of the school's self-evaluation
- the achievement of children in the Early Years Foundation Stage and how effectively the provision for them is led and managed.

## Information about the school

The school is larger than average. The proportion of pupils entitled to free school meals is lower than average. The proportion of pupils from minority ethnic backgrounds is broadly average, as is the proportion at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is lower than average. The Early Years Foundation Stage comprises of a Nursery class and a separate Reception class that share an open outdoor area which provides access for continuous outdoor learning. There are three separate, on site provisions for out-of-school childcare that are not managed by the school and which are inspected separately. Separate reports can be found on the Ofsted website.

The school has gained a number of awards including: Healthy Schools award, Eco Schools Award, Activemark, Investors in People, School Travel Plan Award and the Financial Management in Schools Standard.

**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?**

**1**

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

**1**

## Main findings

The success of this outstanding school is best summed up by one pupil who wrote, 'This is a great school and I hope when you come you have a good time like we do'. Since the last positive inspection, pupils' academic and personal development have improved markedly as a consequence of visionary leadership and management at all levels. Historical weaknesses in the Nursery and Reception classes have been eliminated and children in the Early Years Foundation Stage now make rapid progress. Standards at the end of Year 6 have remained significantly higher than average for at least four years. Lessons and work seen during the inspection confirm that this trend is continuing. The consistency of high quality teaching and the richness of learning experiences inspire pupils to make excellent progress. Within this outstanding picture, the provision, teaching and learning opportunities in music and information and communication technology (ICT) stand out and are second to none.

Pupils are highly motivated and interested in improving their own learning. The vast majority participate with considerable maturity in the wealth of opportunities to undertake positions of responsibility. A shining example was a joyous assembly, led entirely by a Year 3 class, for over 300 pupils and over 50 parents and teachers, without any adult involvement. Behaviour is exemplary. The way in which pupils interact and show consideration for each other is a significant strength. Consequently, pupils greatly enjoy school and flourish within this harmonious community. They are rightly proud of their school. In discussion, they said they will be sad to leave, but realise how well they have been prepared for what lies ahead in their lives.

Attendance has remained broadly average over the past three years. There are recent signs that it is improving due to the school's tighter procedures to tackle this relative weakness but there is more to be done to bring it to above average levels. There have been significant and sustained improvements in writing and teaching and learning since the last inspection. This track record of improvement illustrates well the ambition and drive that all leaders and managers provide. Through rigorous self-evaluation, the school has effectively implemented measures that have rapidly dealt with any fluctuations in performance. This has driven up standards and illustrates well the outstanding capacity that the school has to improve further.

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

- Improve attendance further by implementing a wider range of strategies to promote at least above average levels.

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## Outcomes for individuals and groups of pupils

1

Pupils behave outstandingly well and are eager to learn. In all lessons, there is a real sense of enjoyment and enthusiasm. Pupils' ability to work collaboratively and independently is outstandingly well developed. They have excellent levels of concentration and all complete challenging tasks diligently. Children enter Nursery with skills lower than expected for their age and make outstanding progress. On leaving Reception, they reach levels which are above those expected nationally. Due to outstanding teaching, this outstanding progress continues throughout Years 1 to 6 and by the time pupils leave Year 6, they reach high standards which are well above the national average. All groups of pupils including those with special educational needs and/or disabilities achieve outstandingly well.

Pupils greatly enjoy their lessons. This is a major contributor to their outstanding achievement. Pupils respond very well to the school's caring ethos that values each as an individual. Pupils are very safe in this school where intolerance or aggression are unheard of. They are taught well about recognising dangerous situations. Their understanding of dangers relating to new technologies is exemplary. They can explain the benefits of exercise and healthy eating and many take part in the extensive range of opportunities for physical activity. Pupils have high expectations of themselves and all engage in the many opportunities to take responsibility and this contributes significantly to their strong sense of self-worth. One outstanding example was the high degree of maturity shown by pupils who routinely set up complex ICT and audio visual equipment for assemblies. Lessons and assemblies are highly effective in exploiting pupils' inquisitiveness, curiosity and wonder of the world. Pupils demonstrate excellent social skills and moral understanding in the way that they show consideration for others with a clear sense of right and wrong. Pupils experience a multitude of opportunities to engage with the local, national and international communities. They have an exceptionally good understanding of people from different backgrounds, religions and cultures because the school gives them so many rich opportunities to extend their experiences beyond their own everyday lives. Pupils' attendance is broadly average.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teachers' have secure subject knowledge. They plan lessons meticulously and use targets and assessments very effectively to provide challenge and to identify and remedy gaps in learning. Despite being a large school, teachers are highly successful in ensuring a consistent level of challenge for all, due to their effective teamwork. Strong emphasis is placed on the basic skills in all lessons. Teachers incorporate a highly interesting array of activities to keep pupils motivated and match different learning styles. All are skilful classroom managers and lessons have different activities targeted for specific groups to ensure that work is closely matched to each individual's needs. Questions are used skilfully to probe for meaning and identify and correct misconceptions. Teachers and pupils use new technology extensively to enhance learning. Teaching assistants make a significant contribution to the outstanding quality of teaching and learning.

The way in which the curriculum is planned and delivered is excellent. Most lessons are based around interesting themes and many are linked to enrichment activities which enliven learning. One exceptional example was seen when learning was focused around a visit to the school's large allotment to harvest sprouts for a Christmas dinner for local elderly people. Provision for music is of the highest quality and as a result, pupils achieve very high standards. The delight on pupils' faces as they sang and played many instruments was wonderful to see. The school puts on an outstanding array of enrichment and extra-curricular activities that are very well attended and greatly enjoyed.

Due to exceptional care, guidance and support and outstanding partnerships with

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parents, carers and a wide range of external agencies, pupils with special educational needs and/or disabilities and those with identified barriers to learning, make outstanding progress both academically and in their personal development. The school understands every pupil's individual needs and no stone is left unturned to ensure that these needs are met. The school is working hard to improve attendance, with some recent success, but knows there is more to be done to reach the above average levels.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior and middle leaders' ambition and vision in striving for excellence is infectious and unanimously shared. Recent appointments to the team have had a major and positive impact. There are rigorous and highly effective systems for monitoring and evaluating the school's work, but particularly teaching and learning. Expectations are high. The way in which leaders and managers at all levels collaborate effectively to plan sharply focused improvements is a significant strength that underpins the success of the school. Leaders have enabled a family ethos and calmness which permeates throughout to create an outstanding climate for learning. Pupils say that any form of discrimination is unheard of. The school's promotion of equality of opportunity and diversity and pupils' understanding of them is outstanding. Safeguarding procedures are meticulous and pupils' understanding of how to keep safe when using new technologies is exceptionally well developed. The school is extremely thorough in identifying any potential risk to pupils and so ensures the highest possible levels of safety for them.

Leaders have analysed their own community and have used this to plan an extensive range of experiences for both pupils and local residents, which promote community cohesion outstandingly well. For example, the school's allotment is a focal point for pupils to engage with the culturally diverse local community. Pupils were excited to talk about and show photographs and displays of the days they dressed up to experience Victorian life and of the things they learned when visiting a mosque.

Governance is outstanding because governors not only understand the strengths and weaknesses of the school, but they have been influential in determining its direction. Governors are also rigorous in ensuring that pupils and staff are safe and they discharge their statutory duties effectively.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make rapid gains in their learning and development from entering the Early Years Foundation Stage with skills below those expected for their age. They thoroughly enjoy the exciting range of activities provided across all areas of learning. They quickly settle into their new environment and become curious, independent learners. Children's understanding of how to stay safe and healthy is a particularly strong feature of their development. Children are able to engage in collaborative play early on in the Nursery and all share and take turns well. By the end of Reception, children make outstanding progress to reach levels above those expected for their age.

Adults go to considerable lengths to involve parents in children's learning and as a result, parents are extremely well informed about their children's progress and many become effective partners in learning. This very positive partnership contributes well to children's outstanding progress.

Exceptional teamwork ensures that children's learning and development are of the highest quality. Assessment and planning go hand-in-hand so that learning is tailored to children's individual needs. Outdoor learning experiences are highly effective in promoting all areas of learning. Teaching is always at least good and often outstanding. This excellent provision underpins children's outstanding progress.

The recently appointed Early Years Foundation Stage leader has had a significantly positive impact. She provides an exemplary model for other staff and promotes their professional development well. Consequently, the well qualified team are highly motivated and demonstrate drive and ambition for the highest standards of learning and welfare.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of parents who responded to the questionnaire feel that overall they are happy with their child's experience at school. This accurately reflects what inspectors found. A very small minority of parents felt that the school does not deal effectively with unacceptable behaviour, or that the school does not take account of their suggestions and concerns. These are not the findings of the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at St Bede C of E Primary School, Morris Green 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 447 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	70	18	30	0	0	0	0
The school keeps my child safe	52	85	9	15	0	0	0	0
The school informs me about my child's progress	38	62	21	34	2	3	0	0
My child is making enough progress at this school	42	69	19	31	0	0	0	0
The teaching is good at this school	46	75	14	23	0	0	0	0
The school helps me to support my child's learning	43	70	16	26	2	3	0	0
The school helps my child to have a healthy lifestyle	42	69	16	26	2	3	0	0
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)	38	62	19	31	0	0	0	0
The school meets my child's particular needs	38	62	23	38	0	0	0	0
The school deals effectively with unacceptable behaviour	37	61	20	33	3	5	0	0
The school takes account of my suggestions and concerns	33	54	23	38	3	5	0	0
The school is led and managed effectively	44	72	13	21	2	3	0	0
Overall, I am happy with my child's experience at this school	46	75	14	23	1	2	0	0

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.**



4 December 2009

Dear Pupils

Inspection of St Bede CofE Primary School, Morris Green, Bolton, BL3 3LJ

I am writing on behalf of the inspectors who visited to inspect your school recently. One of you wrote 'this is a great school and I hope when you come you have a good time like we do'. Well, we certainly did and greatly enjoyed meeting you all. Thank you for the warm welcome you gave us in your happy school. We have judged that yours is an outstanding school.

You get off to a great start in Nursery and Reception and make fantastic progress throughout Years 1 to 6. We were especially impressed with the high quality of your singing, your work in music and how well you use computers. Your teachers make your lessons really interesting and you enjoy them greatly. Your teachers are also very good at setting different work for you. This means that those that can do something well can crack on with harder things and those that need more practice at something get the chance.

Your school puts on a lot of extra activities and trips for you and you appreciate this. Your teachers give you very good advice so you know how to improve your work. You are growing up to be polite, very sensible young people with a lot of self-confidence. You are a credit to your school with your excellent behaviour and the way everyone gets on well with each other. Everyone in the school cares for you and looks after you outstandingly well. Adults in the school are fantastic at giving extra help to those of you that need it. St Bede is a very safe and happy place for you.

Your headteacher, all staff and governors are doing an outstanding job.

We have agreed with your school leaders that they are going to think of ways to encourage all of you to attend every day that you possibly can. You can play your part by not taking days off school unless it is unavoidable.

All the best for the future!

Yours sincerely

John Dunne

Lead Inspector

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