

Eagley Junior School

Inspection report

Unique Reference Number	105188
Local authority	Bolton
Inspection number	377193
Inspection dates	14–15 February 2012
Lead inspector	James Kidd

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Anthony Muscat Terribile
Headteacher	Kathryn Wilkinson
Date of previous school inspection	4 December 2008
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Introduction

Inspection team

James Kidd
Barbara Flitcroft

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 20 lessons or part-lessons, taught by 11 members of staff. Meetings were held with parents, three groups of pupils, members of the governing body and staff, including support assistants, subject coordinators and senior leaders.

Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at pupils' workbooks, progress and attainment data, school improvement planning, minutes of governing body meetings and documentation in relation to attendance, safeguarding and child protection. Inspectors also took account of 76 questionnaires returned by parents and carers, 15 completed by staff and 92 returned by pupils.

Information about the school

This is a broadly average-sized school of its type, situated to the North of Bolton. The proportion of pupils known to be eligible for free school meals is well-below average. The percentage of disabled pupils and those who have special educational needs is above average. The vast majority of pupils are of White British heritage and there are very few who speak English as an additional language. Eagley Juniors holds the Healthy School (Gold) award and is working towards enhanced status. It holds full International School status, has the Activemark (gold) and is also a nationally recognised Eco-School. It has extensive links with a school in Ghana. The school meets the government floor standard. There have been several staffing changes since the previous inspection, including the appointment of a new deputy headteacher.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. Pupils feel exceptionally safe in school, their behaviour in lessons and around the site is excellent and their attendance is high. The good curriculum has an outstanding impact on pupils’ spiritual, moral, social and cultural development. The school is not outstanding overall because there are some inconsistencies in the use of assessment and marking as tools to further accelerate pupils’ progress.
- Since the previous inspection, standards in both English and mathematics have been well-above average and this represents good achievement, given pupils’ starting points. Although prior attainment levels on entry to Year 3 are now beginning to decline, inspection evidence demonstrates that progress across the school remains good and is beginning to accelerate.
- The quality of teaching is good in all years and there are examples of outstanding practice. Teachers and teaching assistants have positive relationships with their charges and effective support for pupils experiencing difficulty with their work is a major strength. There are, however, insufficient opportunities in lessons for pupils to become more independent in and take greater ownership of their learning.
- Pupils take impressive responsibility for the support and care of their peers. As peer mentors and peer mediators, they ensure that no one is lonely at breaks and lunchtimes and they organise games for younger pupils. They have a perceptive and untypical understanding of the dangers of bullying in all its forms and comment: ‘The grown-ups are always there for us if we are feeling unhappy. Bullying is very rare in our school.’
- The well-informed headteacher and senior team lead by example and an overriding emphasis on promoting staff skills in the classroom continues to be effective. As a result, teaching has improved strongly since the previous inspection. Ongoing evaluation of performance in all areas of school life is the order of the day and, as a result, school self-evaluation is accurate. Leaders are

aware, for example, that there needs to be a continued emphasis on the development of the skills of subject coordinators.

What does the school need to do to improve further?

- Further improve achievement across the school by:
 - providing pupils with more opportunities to become independent in their learning and thus to take more responsibility for their own progress
 - sharing best practice in evaluating pupils' attainment and progress in lessons and using this information to plan activities which meet their learning needs more closely
 - ensuring all marking gives pupils focused advice on how they can improve their work.

- Ensure that all subject coordinators have the necessary leadership skills by:
 - providing well-targeted training
 - sharing good practice.

Main Report

Achievement of pupils

Pupils enter classrooms eager to learn. They enjoy their lessons and are more than willing to show visitors their work, both in their books and on display in classrooms and corridors. The pride they show in their work is also demonstrated by the way they present their work in their books. They write neatly and take care to correct their spellings whenever they make a mistake. They are particularly proud of the work they complete at home, their 'learning logs', for example, of which parents and carers also speak highly. They value the opportunities they have to work collaboratively in pairs and groups and are delighted to act as extra learning resources for their classmates. They enjoy reading. The silent reading sessions in the afternoon contribute strongly to their well-above average fluency, intonation and comprehension by the time they leave school.

Parents and carers are accurate in their view that their children make good progress and achieve well in all years. Pupils' prior attainment levels on entry to the school are usually above average, but there has been somewhat of a decline in standards on entry to Year 3 in recent years. Attainment in English, including reading, and mathematics has been at least above average and generally well-above average since the previous inspection. Attainment in mathematics in 2011 was high. Lesson observations, scrutiny of work and the school's own monitoring show that the school is on track to sustain these high standards. These consistently well-above average standards represent good achievement of all groups of pupils. Indeed, comprehensive support in class, in small groups and often in one-to-one sessions ensures that disabled pupils and those who have special educational needs make the same good progress as their peers. Furthermore, close monitoring of the performance of groups and individuals results in increasingly focused intervention by teaching assistants. As a result, gaps in the performance of different groups, those

known to be eligible for free school meals and those whose circumstances make them vulnerable, for example, are narrowing compared to all pupils nationally. Inspection evidence demonstrates that in lessons where pupils are fully aware of what they need to do to improve their work and in which they are given opportunities to find things out for themselves, their progress and achievement are beginning to accelerate.

Quality of teaching

Regular lesson observations and comprehensive feedback on teachers' performance in the classroom have led to marked improvements in the quality of teaching since the previous inspection. Teaching is now good and there is some outstanding teaching in the formal classroom situation and also in enrichment activities, drama, for example. All questionnaires returned by parents and carers indicate that they have justified confidence that their children are taught well. In the best lessons, a Year 3 art session, for example, in which pupils created a self-portrait in the style of Pablo Picasso; pupils are engrossed in the tasks and benefit from the teacher's very secure subject knowledge. In addition, progress is promoted by accurate, ongoing advice on how pupils can develop their skills and also learn from the work of their classmates. Similarly, in drama, pupils are encouraged to challenge themselves to higher levels of achievement and, as a result, boys and girls of all levels of ability are enthusiastic in their learning and are very proud of their own achievements and of the successes of their classmates.

Teaching has a good impact on pupils' spiritual, moral, social and cultural development; pupils speak particularly highly of their art, music and drama lessons. However, the school recognises that there are insufficient opportunities in lessons for pupils to become more independent in their learning and thus to take more responsibility for their own progress. When pupils are required to find things out for themselves, as in a Year 5 enquiry-based science lesson on capacity and a Year 6 mathematics session on creating nets for 3D shapes, for example, progress accelerates and pupils are often surprised at what they can do.

Use of assessment data has improved since the previous inspection but some inconsistencies remain. There are several examples of detailed evaluation of pupils' progress and attainment in lessons, which leads to a subsequent modification of curriculum planning to meet pupils' learning needs more closely. This best practice is not shared effectively across the school. Similarly, in the best marking, pupils are complimented on their efforts and their progress and receive focused advice on how they can improve their work. This quality of marking is not evident in all subjects.

Behaviour and safety of pupils

Behaviour and safety are outstanding. Formal and informal discussions with groups of pupils in all years demonstrate that they feel very safe and that they have a keen understanding of what constitutes an unsafe situation. They point to the visits of the police and fire service as just two examples of how the school teaches them about the importance of safety in school and outside its environs. The personal, social and health education programme has a profound impact on pupils' understanding of internet safety and also the rights of children. Almost all parents and carers who

returned the questionnaires believe their children are safe in school. Indeed, those who spoke to inspectors expressed the view that the school does all it can to support their children and to meet their individual needs. Pupils themselves are proactive in their support for others. School councillors, peer mentors and peer mediators are active at breaks and lunchtimes, ensuring that individuals are not isolated and that they are counselled if they experience any difficulty.

For their age, pupils have a most perceptive awareness of the many different forms bullying can take, prejudiced-based bullying in relation to size or appearance, for example. They say that the school, through assemblies, the anti-bullying week and a range of visitors, takes bullying and its prevention very seriously. They add that, on the rare occasions when bullying occurs, it is dealt with swiftly and effectively by both teachers and support staff.

In the words of a parent, whose views are typical of many, 'The school doesn't just concentrate on pupils' academic achievement; it gives them the chance to develop their confidence and self-belief'. Indeed, staff place great emphasis on promoting pupils' emotional well-being and self-esteem. The school has clear procedures for identifying pupils whose circumstances make them potentially vulnerable and the talented pastoral team, including the learning mentor and teaching assistants, is ever active in monitoring pupils' personal development and making sure that all are happy in school. Small group and one-to-one sessions have a particularly positive impact on developing pupils' confidence. As a result, pupils are proud to belong to Eagley Juniors and make an exceptional contribution to their own learning when given the opportunity. Behaviour is exemplary in lessons, around the site and when representing the school outside its walls. Attendance and punctuality are continuously high.

Leadership and management

Principled leadership from the perceptive headteacher and senior team, extensive and accurate self-evaluation and a clear and shared vision for how the school is to develop have resulted in good improvements since the previous inspection. Good pupils' progress and well-above average standards have been maintained, teaching has improved and the curriculum has been further enriched. The governing body is supportive of the school and provides rigorous challenge to the leadership when it feels it is necessary to do so. The school has a good capacity to sustain its improvement.

Pastoral and academic staff, of all levels of experience and responsibility, speak highly of how senior leaders promote the importance of teamwork. Consequently, staff feel both valuable and valued and are particularly grateful for the emphasis on relevant professional development, which, in their view, has had a positive impact on improving their teaching skills. The relatively inexperienced group of subject coordinators has also benefited from a variety of courses designed to support the development of their leadership skills. They welcome the school's continued emphasis on developing these skills, in order that non-specialist staff can receive even more focused, subject-specific advice. The sharing of good practice in the coordination role is not yet well established.

The curriculum is good. It is broad and balanced, places an appropriate emphasis on the development of pupils' skills in literacy and numeracy and has an impressive range of extra-curricular activities. There is, however, a lack of consistency across the school in providing pupils with activities to allow them to become more independent in their learning. Nonetheless, the curriculum has an outstanding impact on pupils' spiritual, moral, social and cultural development. There is a wide and highly popular range of enrichment activities, including music, drama and art, and a most thought-provoking assembly programme which encourages pupils to reflect on their lives and on their relationships with others. Moreover, there is a strong emphasis placed by the school on teaching its pupils about religions and cultures which are different to their own and which are represented locally, nationally and globally.

The school promotes equality of opportunity well and tackles discrimination effectively on the rare occasions it may occur. Safeguarding and child-protection procedures are exemplary, are reviewed on a regular basis and fully meet requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 February 2012

Dear Pupils

Inspection of Eagley Junior School, Bolton, BL7 9AT

Thank you for your kindness and courtesy when we came to inspect your school recently. We enjoyed watching you learn and are particularly grateful to those of you who came to talk to us on Tuesday and Wednesday lunchtimes. Your comments were very helpful indeed.

Eagley Juniors is a good school and it keeps on improving. You feel exceptionally safe in school and your behaviour is first-class. You take very good care of each other and many of you speak highly about the marvellous work of the peer mentors and peer mediators. You are also very proud of the eco-work you do, but you do not always like the smell from the compost bin! You get many opportunities to sing, to act, to play musical instruments and to draw and paint.

Your teachers teach you well and you make good progress in your studies. Your standards are much higher than we usually see and you do particularly well in reading. Those of you who sometimes find the work a little difficult get really good support from the teachers, teaching assistants and from the learning mentor.

Your headteacher and all the staff are always looking for ways to make Eagley Juniors an even better school. We would like to help, too, so we have asked them to give you more opportunities in class to find things out for yourselves. We have also asked them to make sure they plan activities to help you learn even better and to give you more comments in your books in all your subjects about how you can improve your work. You can help by always asking your teachers about how you can gain higher marks!

Thank you again for your kindness, and congratulations on your excellent attendance.

Yours sincerely

James Kidd
Lead inspector

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