

Inspection of Bolton-le-Sands Church of England Primary School

Mount Pleasant Lane, Bolton-le-Sands, Bolton-le-Sands School, Carnforth,
Lancashire LA5 8DT

Inspection dates: 19 and 20 July 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils are very happy at Bolton-le-Sands Church of England Primary School. Staff have built strong relationships with them. They greet pupils warmly as they arrive at school. This helps pupils to feel safe. Pupils and parents value the family atmosphere in school and feel part of the strong school community. Pupils said that bullying rarely happens. When it does, they trust adults to deal with it quickly and successfully.

Leaders have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). These expectations are understood and followed by most pupils. As a result, most pupils behave and achieve well.

Pupils feel like they are part of a team in this school. They enjoy the opportunities provided by leaders to work together and build friendships. For example, pupils enjoyed the residential visit to the Isle of Man. They appreciated the chance to work as a team to build a raft. Pupils also enjoy exploring where they live. A recent project helped pupils to find out more about their local area. Pupils produced artwork for their own exhibition and invited families and local residents into school to celebrate their achievements. These experiences help pupils to develop a sense of place and community.

What does the school do well and what does it need to do better?

Leaders have constructed a broad and ambitious curriculum for all pupils, including for those with SEND. Pupils, including children in the early years, have any additional needs identified quickly. These children and pupils are supported well to access the same curriculum as their friends. For example, children, pupils and staff learn British sign language to ensure that all pupils are included in learning and other aspects of school life.

Leaders are in the process of redesigning the curriculum. In some subjects, and in the early years, leaders have thought carefully about the important knowledge they want children and pupils to learn and when they should learn it. This helps to prepare children and pupils for the next stage of their education. However, in other subjects, this is not the case. Some subject leaders have not had the training they need to develop the subject curriculums as well as they should.

In most subjects, teachers have the knowledge and expertise they need to deliver the curriculum well. However, leaders have not ensured that there is a consistent approach to how teachers check what pupils know and can remember. Consequently, pupils have gaps in their knowledge in some subjects.

Leaders have prioritised reading across the school, from the early years to Year 6. Pupils, including children in the early years, have a love of reading and are encouraged to read widely and often. Leaders have introduced a new phonics curriculum. Staff have been trained to deliver it well. Children in the early years, and

older pupils who struggle to keep up with the reading curriculum, are supported effectively to catch up. The books that children and pupils read match their phonic knowledge. As a result of leaders' actions, most pupils achieve well and become confident and fluent readers.

Pupils are enthusiastic about their learning and enjoy their lessons. In most lessons, they are settled and focused on their work. Routines for learning and behaviour are established in the early years and continue throughout the school. Children and pupils are polite, articulate and confident. Pupils said that learning is rarely disrupted by poor behaviour.

Leaders have planned a number of opportunities for pupils that extend beyond the academic curriculum. Pupils learn how to care for the environment. For example, pupils look after the school beehives and plant trees with members of the local community. Some pupils attend a bicycle recycling club to renovate old bicycles and use bicycle parts for craftwork. This helps pupils to become active citizens.

Pupils value the opportunity to be responsible members of the school. For example, some older pupils are prefects or buddies. They help younger children and pupils at lunchtime. They also enjoy being role models for younger children. Pupils learn about other faiths and cultures. They understand the importance of treating everyone fairly and equally.

Governors have a clear oversight of the priority to further develop the curriculum. They challenge leaders and hold them to account. Staff are well supported by leaders. Staff said that their workload and well-being are prioritised.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have the training they need to identify pupils who may be at risk of abuse or neglect. Staff know pupils well and are alert to signs that they may be suffering from harm. Staff know how to report any concerns they may have and how to record them. Leaders work with other agencies to provide additional support for vulnerable pupils and their families.

Pupils learn how to keep themselves safe. For example, they learn how to keep themselves safe in and near water and on roads. Pupils also know about the risks and dangers online and what to do if they come across them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not ensured that the curriculum is coherently planned and sequenced. This means that pupils do not build their knowledge in a logical way in these subjects. Leaders should ensure that the curriculum is coherently planned and sequenced in all subjects.
- Leaders have not provided sufficient training for subject leaders. As a result, some leaders do not have the knowledge and expertise to lead their subject as effectively as they could. Leaders should ensure that all subject leaders are given the support they need to lead their subject well across the school.
- Leaders have not established a consistent approach to assessment in all subjects. This means that gaps in pupils' knowledge in some subjects are not identified and addressed. Leaders should ensure that there is a consistent approach to assessment so teachers can check what pupils know and can remember.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119521
Local authority	Lancashire
Inspection number	10226351
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair of governing body	Janet Thompson
Headteacher	Daniel Hargreaves
Website	https://blsschool.co.uk
Date of previous inspection	13 March 2008, under section 5 of the Education Act 2005

Information about this school

- This school belongs to the Diocese of Blackburn. The most recent section 48 inspection was in March 2018.
- Leaders do not use alternative provision.
- A new headteacher has been appointed since the last inspection. There has also been some restructuring of the leadership team.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and other leaders in school. They also spoke with a range of staff.
- The lead inspector met with governors, including the chair of the governing body. She also spoke to a representative of the local authority.

- Inspectors spoke to parents at the beginning of the school day. They considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered responses from the staff and pupils to Ofsted surveys.
- Inspectors examined a range of safeguarding documentation. They checked records of staff safeguarding training. They also spoke with staff to check how well they understood safeguarding procedures.
- Inspectors observed pupils' behaviour at playtimes, in lessons and around school. They also spoke with groups of pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics, art and design, history and geography. They met with subject leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils and looked at examples of their work. They also considered the curriculum across some other subject areas. The lead inspector observed pupils reading to a trusted adult.

Inspection team

Sally Timmons, lead inspector	Her Majesty's Inspector
Karen Bramwell	Ofsted Inspector
Janette Walker	Her Majesty's Inspector
Ian Hardman	Her Majesty's Inspector

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