

Spindle Point Primary School

Address: Moss Lane, Kearsley, Bolton, Lancashire, BL4 8SE

Unique reference number (URN): 105196

Inspection report: 31 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have established clear systems to identify pupils at risk of attending school less regularly. They work closely with families to remove barriers and help pupils to attend more regularly. Practical and timely support means that vulnerable pupils rarely miss a day of school. Pupils' attendance is well above, and persistent absence is below, the national average. Leaders have sustained these improvements over time.

Pupils demonstrate highly positive attitudes to their learning. This is because leaders have carefully nurtured a warm and positive behaviour culture. Behaviour is consistently excellent across the school. Pupils are polite and respectful to adults and to one another. They play cooperatively and resolve disagreements calmly. Staff are visible, calm and responsive throughout the day. Their focused training enables them to support pupils in meeting the school's high behaviour expectations. When required, pupils receive timely additional support to help them do so. The school's personal development programme helps pupils to develop respect and tolerance for others. This is reflected in the declining number of suspensions and the absence of any permanent exclusions over the past 3 years. Bullying or any discriminatory behaviour is rare and not tolerated.

Early years

Strong standard ●

Children thrive in the early years setting. This is because leaders have designed an ambitious and highly effective early years curriculum. Communication and language underpin all that children do. This means that they build broad and varied knowledge as they move through the early years.

Adults hold high expectations of children from the earliest stage. Interactions between adults and children are warm and purposeful. This helps children to feel confident and eager to learn. Adults make careful checks to find out what children know and can do. They use this information to make sure that children learn new things and remember what they have been taught. As a result, children settle quickly, demonstrate natural curiosity and enjoy their time in the early years.

Leaders prioritise learning to read from the very start. Adults follow a systematic and carefully sequenced phonics programme from Nursery. Children rapidly learn the sounds that they need to read words accurately. Those who require additional support receive timely guidance so that they can catch up quickly.

Leaders work closely with parents and carers from the moment children arrive at the school. They identify needs quickly and share information openly with families. This means that children receive well-matched and responsive support right from the start. As a result, they are very well prepared for Year 1 and beyond.

Expected standard

Achievement

Expected standard 

Most pupils achieve well and are well prepared for their next steps. Outcomes in key stage 2 are above national averages over time. Many pupils also reach the higher standard in national tests. Phonics outcomes are well above the national average. Pupils' scores in the multiplication tables check exceed national figures over time.

Pupils use subject-specific vocabulary confidently to explain what they have learned. The spoken language programme helps pupils to talk about their knowledge clearly. Younger pupils demonstrate secure application of their mathematics and writing skills. Older pupils demonstrate knowledge and understanding across multiple subjects. However, some disadvantaged pupils do not develop the detailed, connected knowledge that they need.

Gaps in knowledge are beginning to close for disadvantaged pupils. Pupils with special educational needs and/or disabilities make suitable progress from their starting points.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious and broad curriculum. They have set out the order in which pupils learn new knowledge as they move through the school. Leaders make sure that teachers have the subject knowledge they need to teach the curriculum effectively. They have introduced a structured spoken language programme. This helps teachers to teach new words explicitly across subjects.

Teachers explain new ideas clearly and give pupils purposeful opportunities to practise and remember what they have learned. Generally, teachers design activities that help pupils to learn the curriculum. This includes appropriate adaptations for pupils with special educational needs and/or disabilities. However, some activities do not consistently connect new knowledge to what pupils have learned previously. Some pupils do not build on what they already know as securely as they could. This is particularly the case for disadvantaged pupils.

Leaders make sure that the curriculum equips pupils with the knowledge they need to read with increasing accuracy and understanding. Teachers prioritise reading across subjects so that pupils develop as confident and capable readers throughout their time at school.

Inclusion

Expected standard 

Leaders have created a warm and inclusive school culture. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. They take a full part in school life alongside their classmates. Leaders identify their needs accurately and put effective support in place promptly. Staff receive targeted training in areas including language disorders and attention difficulties. This builds the expertise that teachers need to adapt their teaching precisely to pupils' needs. Additionally, leaders make sure that staff have dedicated time to focus on individual pupils. This means that effective support reaches pupils quickly.

Leaders use additional funding to support disadvantaged pupils in a considered way. They generally match support to individual barriers. This includes practical help to attend school regularly and learn alongside their peers. Staff build positive, trusting relationships with vulnerable pupils. These relationships help pupils to feel settled and ready to learn. However, leaders do not consistently identify the specific barriers that some disadvantaged pupils face. This means that some support is not as precisely matched to their needs as it could be.

Leaders check the impact of the support that pupils receive carefully. This helps them to understand what is working and make clear, timely adjustments. As a result, pupils with SEND make suitable progress from their starting points.

Leadership and governance

Expected standard 

Leaders have an accurate and honest view of the school's effectiveness. They evaluate their work thoroughly and use this information to shape focused and relevant training for staff. For example, this has helped teachers to deliver the history and geography curriculums more consistently and with greater impact. Leaders have addressed the priorities identified at the previous inspection with clarity and purpose.

Leaders use additional funding thoughtfully and can account clearly for the difference it makes to disadvantaged pupils. They genuinely and consistently consider the wellbeing and workload of staff. Staff are proud to work at the school and feel fully supported in their roles. This includes early career teachers. Leaders make sure that subject leaders have time to fulfil their roles well.

Governors are supportive and take their responsibilities seriously. They fulfil their statutory duties and make sure that the school meets its legal responsibilities to pupils. Governors use their visits to the school to check on the school's priorities for improvement. This helps them to support and challenge leaders to improve outcomes for pupils. Leaders work closely with parents and carers of pupils with special educational needs and/or disabilities. Parents and carers appreciate the guidance they receive. This helps them to reduce barriers to learning at home.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-sequenced and coherent personal, social, health and economic (PSHE) education programme. The programme helps pupils to understand how to keep themselves safe. This includes situations involving knife crime, online risks and healthy relationships. Pupils benefit from relationships and health education that is appropriate to their age and stage of development. Leaders make sure that wellbeing support is available to pupils who need it most. Leaders make sure that no pupil misses out on what the programme offers.

Pupils develop a clear sense of right and wrong. They learn to respect others whose backgrounds and beliefs differ from their own. This helps them to understand and appreciate the diversity of their community. Pupils have opportunities to reflect on their own beliefs and experiences. They take on meaningful leadership roles in the school, including as school

council representatives. This builds the confidence and sense of responsibility that pupils need to contribute positively to life at school.

Pupils enjoy a wide variety of enrichment opportunities, including clubs, visits, music and performance activities. Leaders track participation closely so that every pupil can take part. Pupils' transition to secondary school is thoroughly and thoughtfully planned. As a result, pupils are well prepared for life in modern Britain.

What it's like to be a pupil at this school

Pupils value their time at Spindle Point Primary School. They take pride in their learning. Pupils acquire knowledge and skills across a wide-ranging and ambitious curriculum. This is reflected in pupils' performance in national tests over time. Pupils, including those who are disadvantaged, make progress from their starting points. They read with increasing accuracy and understanding. They leave school equipped with the knowledge they need for their next stage of education.

Pupils feel safe at school. They feel known and valued as individuals. Pupils with special educational needs and/or disabilities access the same curriculum as their peers. Disadvantaged pupils are well supported to take part fully in school life. Pupils understand how the support they receive helps them to learn the curriculum well.

Pupils demonstrate highly positive attitudes to their learning. Behaviour is consistently excellent across the school. Bullying is rare. Any incidents are dealt with quickly and effectively. Pupils, including disadvantaged pupils, rarely miss a day of school.

Pupils enjoy a rich and varied range of wider opportunities at the school. They take on meaningful leadership roles that help them to develop confidence and responsibility. Children thrive in the early years setting and are very well prepared for Year 1. Pupils leave school ready and confident for life in modern Britain.

Next steps

- Leaders should make sure that teachers design activities that help pupils, particularly those who are disadvantaged, to connect new knowledge with what they have learned previously so that they build detailed and connected knowledge across the curriculum.

About this inspection

The chair of the board of governors in this school is Derek Burrows.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and the deputy headteacher during the inspection. The lead inspector spoke to representatives of the governing body, including the chair. Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys and Ofsted Parent View.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

Headteacher: Jennifer Bingham

Lead inspector:

Mark Hazzard, His Majesty's Inspector

Team inspectors:

Cleo Cunningham, Ofsted Inspector

Vicky Briggs, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

233

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.45%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.15%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.16%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (revised)	74%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	81%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	83%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	72%	Above
2024/25 (revised)	84%	72%	Above
2023/24 (final)	90%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	86%	46%	Above
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	86%	62%	Above
2022/23 (final)	100%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	86%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	83%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	86%	59%	Above
2022/23 (final)	83%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	68%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	S	69%	S
2023/24 (final)	86%	67%	18 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	100%	78%	22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	78%	3 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	83%	77%	6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	86%	79%	6 pp
2022/23 (final)	83%	79%	4 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.6%	13.3%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	8.3%	14.6%	Below
2022/23 (3 term)	9.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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