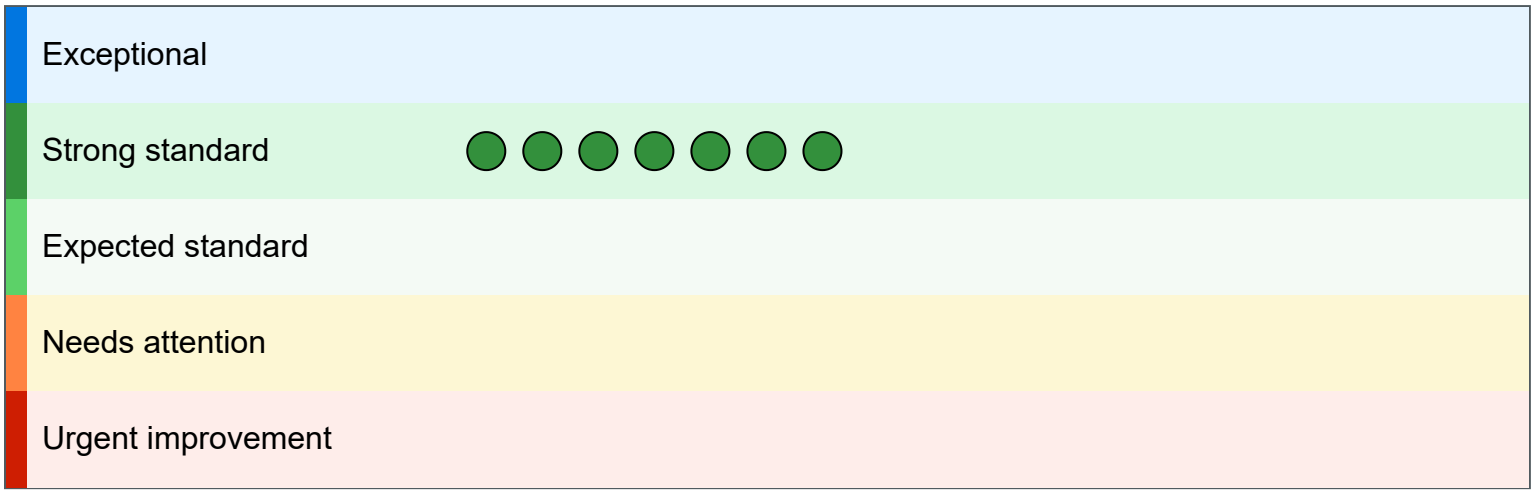
Devonshire Road Primary School

Address: Devonshire Road, Bolton, Lancashire, BL1 4ND

Unique reference number (URN): 105154

Inspection report: 9 September 2026



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

Achievement

Strong standard

Pupils achieve highly across the school. They steadily build knowledge, skills and understanding as they move through the year groups and apply their learning confidently across a range of subjects. By quickly developing the crucial knowledge they need in reading, writing and mathematics, pupils achieve well and become successful learners.

Pupils' attainment in mathematics is a particular strength of the school. Staff identify barriers to learning quickly and provide timely support for disadvantaged pupils. As a result, these pupils achieve well alongside their peers.

Pupils with special educational needs and/or disabilities and disadvantaged pupils make impressive progress from their starting points. Staff know them well and provide support that enables them to succeed both academically and socially. Pupils develop confidence, resilience and highly positive attitudes towards learning. They enjoy learning and take great pride in their achievements. They gain the knowledge, skills and personal qualities needed for future success.

Attendance and behaviour

Strong standard

Pupils have consistently high rates of attendance and are eager to be part of school life. Leaders place considerable emphasis on the importance of attendance and work closely with families to ensure that pupils attend regularly. Staff identify concerns promptly and implement appropriate support where needed. As a result, pupils attend school regularly, enabling them to take full advantage of the many opportunities available to them.

Pupils behave very well throughout the school. Bullying is extremely rare at the school and pupils are confident that staff would promptly address it should it occur. Pupils' positive attitudes to learning contribute strongly to the calm and purposeful atmosphere that exists in classrooms. Pupils work and play together in harmony, demonstrating kindness, cooperation and mutual respect. They interact confidently with adults and visitors and represent the school well. Staff maintain high expectations and provide effective support when pupils need help managing their behaviour. They take time to understand pupils' individual needs and circumstances, ensuring that all pupils remain fully included in school life.

Curriculum and teaching

Strong standard

Leaders have designed a highly effective and ambitious curriculum. Nonetheless, they continually monitor the quality and impact of the curriculum to make further refinements that enhance pupils' learning. Staff deliver this curriculum well using consistently effective approaches to teaching. This enables many pupils to build a deep body of knowledge and skills across the curriculum as they move through the school.

Leaders prioritise the development of strong foundations by ensuring pupils acquire the key knowledge they need for future learning. They recognise that many pupils speak English as an additional language and ensure that these pupils receive effective support. For example,

teachers introduce new vocabulary thoughtfully and provide frequent opportunities for pupils to use and apply new words in meaningful contexts. As a result, pupils grow in confidence and communicate their ideas with increasing clarity and sophistication.

Teachers explain new learning clearly and use questioning skilfully to deepen pupils' thinking. They check understanding regularly and address misconceptions promptly. Pupils enjoy learning and work productively with staff. Teachers adapt learning effectively and provide additional support where needed so that all pupils can succeed. As a result, pupils develop secure knowledge, apply their learning confidently and are well prepared for future study.

Early years

Strong standard

Leaders provide children with a positive start to their education. They understand the needs of the community well and have designed a curriculum that supports children to achieve highly. Communication and language are at the heart of the provision, benefiting the many children who speak English as an additional language, as well as those who require additional speech and language support.

Staff use stories, songs, rhymes and carefully planned activities to develop children's confidence, curiosity and enthusiasm for learning. They encourage children to talk, listen and share ideas while developing secure foundations in early reading and writing. As a result, children become confident communicators who engage positively in their learning.

Staff assess children's learning carefully and respond swiftly when additional support is required. Leaders identify needs quickly and ensure that children receive appropriate support. Strong partnerships with parents and external professionals help children make good progress and extend learning beyond the classroom.

Leaders continually review and strengthen the provision to ensure that children's needs are met effectively. As a result, children settle quickly, enjoy learning and achieve well. They develop the knowledge, skills and confidence needed for a successful transition into Year 1.

Inclusion

Strong standard

Leaders place inclusion firmly at the heart of the school's work and ensure that every pupil is valued, supported and able to thrive. They know pupils and families well and have established a caring culture where all members of the community feel welcome. Staff have high expectations for all pupils and work diligently to remove barriers that may affect learning or participation. They ensure that pupils receive timely support and appropriate adaptations to help them succeed. As a result, pupils feel safe, confident and fully included in school life.

Leaders identify pupils' needs swiftly and ensure that support is carefully matched to individual circumstances. Staff work closely with families and external agencies to ensure pupils receive the right support at the right time, enabling them to thrive and achieve the best possible outcomes. Staff know pupils well and respond sensitively when challenges arise. Consequently, pupils feel understood, supported and ready to learn.

Leaders use additional funding and resources with precision to enhance pupils' learning and wider experiences. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those requiring additional support take a full and active part in lessons, clubs and educational visits. Leaders monitor progress closely and adapt provision where necessary.

Leadership and governance

Strong standard

Leaders are unwavering in their commitment to securing the very best outcomes for pupils. They know the school community well and make informed decisions that support pupils' academic and personal development. Leaders have an accurate understanding of the school's strengths and priorities for improvement. They evaluate the impact of their work carefully and take prompt action where necessary. As a result, standards remain consistently strong and the school continues to develop positively.

Leaders provide regular training and create valuable opportunities for staff to collaborate and share effective practice. Staff play an active role in school improvement and professional development. The support and guidance that leaders provide help staff meet pupils' needs successfully and contribute strongly to the school's ongoing success.

Senior leaders place considerable importance on staff wellbeing and have created a positive working environment. They listen carefully to staff's views and manage workload thoughtfully. Consequently, staff feel valued, supported and proud to work at the school.

Governors know the school well and fulfil their responsibilities effectively. They provide both support and challenge and maintain oversight of important aspects of the school's work, including safeguarding, spending and pupils' achievement. Governors use this information well to hold leaders to account and ensure that decisions are in pupils' best interests.

Leaders build strong relationships with parents and carers and communicate clearly with families. They work effectively with other schools to share expertise and learn from effective practice. Together, leaders, staff and governors have established an ambitious and inclusive culture where pupils achieve highly, grow in confidence and thrive.

Personal development and wellbeing

Strong standard

Leaders place great importance on pupils' personal development and ensure that it is woven throughout daily school life. Staff help pupils develop confidence, resilience and ambition through a carefully considered programme of learning and enrichment. They know pupils well, build strong relationships and provide support whenever concerns arise. Pupils know who to turn to for help and have confidence that adults will listen and respond appropriately. As a result, pupils feel safe, supported and ready to learn.

Staff teach pupils how to stay safe, healthy and prepared for life beyond school. Through personal development, relationships and health education, pupils learn about healthy friendships, respect, online safety and making sensible decisions. They develop an understanding of democracy, individual liberty, the rule of law, mutual respect and tolerance. Pupils show maturity in their understanding of different cultures, beliefs and backgrounds and treat others with kindness and consideration. As a result, they make a positive contribution to school life and wider society.

Leaders provide a rich range of opportunities that broaden pupils' horizons and help them discover new interests and talents. Pupils participate in residential visits, sporting activities, coding projects, environmental initiatives, leadership roles and the arts. These experiences help develop confidence, responsibility and teamwork. Leaders ensure that all pupils, including those requiring additional support, can participate fully. This strengthens pupils' sense of belonging and enriches their experience of school.

Pupils speak positively about their futures and have high aspirations. Staff encourage them to express their views confidently, overcome challenges and take responsibility for their actions. As a result, pupils develop the knowledge, confidence and personal qualities needed for the next stage of education and for life in modern Britain.

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

Pupils thoroughly enjoy their time at school. Staff know pupils incredibly well and welcome them warmly each day. They have created a culture where everyone understands, respects and values the differences of others. Pupils develop a strong sense of belonging and are proud to be part of the school community. Those with special educational needs and/or disabilities (SEND), those who speak English as an additional language and those who face other challenges participate fully in school life alongside their peers. Pupils want to come to school and, because of this, maintain consistently high rates of attendance.

Pupils respond enthusiastically to the high expectations that staff set for them and take pride in their achievements. In the early years, staff establish strong foundations for future learning through a carefully planned curriculum that develops communication, language and curiosity. Many children start school speaking little English. Staff help them develop a rich vocabulary and become confident communicators. By the time pupils leave the school, they are well prepared for the next stage of their education. Many pupils speak enthusiastically about careers in medicine, engineering, teaching, science and the creative arts and understand clearly how education can help them achieve their ambitions.

Beyond the classroom, pupils benefit from a rich and varied range of opportunities. They participate enthusiastically in clubs, sporting activities, coding, choir and performances. Older pupils perform Shakespeare productions that enrich their cultural experiences. Leadership roles, including peer mentors, reading ambassadors and digital leaders, help pupils develop confidence, responsibility and teamwork.

Pupils feel safe and have great confidence in the adults who support them. They say that bullying is rare and trust staff to deal with any concerns promptly and fairly. Behaviour throughout the school is highly positive. Pupils are impressively polite, respectful and considerate of others. They show positive attitudes to learning in lessons. Staff and pupils create a welcoming and inclusive community where everyone feels valued, cared for and ready to succeed.

Next steps

- Leaders should build on the improvements already made in writing to ensure that pupils achieve consistently high standards in writing across all year groups, in line with their achievement in other subjects.

About this inspection

The chair of the board of governors in this school is Katie Edern.

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

This inspection took place on 9 and 10 September 2026.

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

Inspectors spoke with the headteacher, the deputy headteachers, staff, pupils and parents during the inspection. The lead inspector also spoke to a representative of the local authority. They also met the designated safeguarding lead and representatives of the governing body.

The inspector confirmed the following information about the school:

The school currently makes use of one unregistered alternative provision.

Headteacher: Emma Hodge

Lead inspector:
Andrew Scholz, His Majesty's Inspector

Team inspectors:
Lisa Hesmondhalgh, Ofsted Inspector
Samantha Birchall, Ofsted Inspector
Rebecca Sharples, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

415
Above 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: 268

School capacity

420
Above 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)

28.67%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

5.78%
Above 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: 4.1%

Pupils with special educational needs (SEN) support

14.70%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	68%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	66%	60%	Close to average

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	75%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

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	75%	72%	Close to average
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

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	82%	73%	Above
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	86%	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	60%	46%	Above
2024/25 (final)	67%	47%	Above
2023/24 (final)	62%	46%	Above
2022/23 (final)	53%	44%	Close to average

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	71%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	74%	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	62%	59%	Close to average
2024/25 (final)	73%	59%	Above
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

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 (final)	80%	61%	Above
2023/24 (final)	76%	59%	Above
2022/23 (final)	68%	59%	Close to average

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	60%	68%	-8 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	62%	67%	-6 pp
2022/23 (final)	53%	66%	-14 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	71%	80%	-9 pp
2024/25 (final)	73%	81%	-7 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	74%	78%	-5 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	62%	78%	-16 pp
2024/25 (final)	73%	78%	-5 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	53%	77%	-25 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 (final)	80%	81%	-1 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	68%	79%	-11 pp

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 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	4.7%	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 (3 term)	12.3%	13.0%	Close to average
2023/24 (3 term)	12.7%	14.6%	Close to average
2022/23 (3 term)	10.4%	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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