

Tonge Moor Primary School

Inspection report

Unique Reference Number	105164
Local Authority	Bolton
Inspection number	355716
Inspection dates	30–31 March 2011
Reporting inspector	Allan Torr HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	279
Appropriate authority	The governing body
Chair	Mr D Scowcroft
Headteacher	Mrs Anne Read
Date of previous school inspection	19 June 2007
School address	Brierwood Bolton BL2 2PF
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 19 lessons taught by 14 different teachers. They held meetings with three groups of pupils, teachers, representatives from the local authority and members of the governing body. Inspectors scrutinised a number of documents including school files, photographs, assessments of pupils' attainment and progress and documents relating to the protection and care for pupils (safeguarding). They observed the school's work, looked at pupils' work and the questionnaires sent in by 34 parents and carers, 100 pupils and 25 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' progress, with particular reference to progress in English.
- The pace of learning to identify whether there has been improvement in teaching since the last inspection and whether the pace of lessons is brisk; activities are challenging enough and whether pupils know what to do to improve their work.
- The impact of provision on children's learning and outcomes in Nursery and Reception.
- Pupils' feelings of safety and their behaviour.

Information about the school

Over half of pupils in this larger-than-average school are known to be eligible for free school meals which is more than three times the national average. In the previous inspection the school was given a notice to improve because Her Majesty's Chief Inspector judged it to be performing significantly less well than in all the circumstances it could reasonably be expected to perform. Significant improvement was needed to the rate of pupils' progress and the standards they attain, particularly in writing and in mathematics. In the monitoring inspection in October 2010 the school was judged to be making satisfactory progress.

Most pupils at Tonge Moor are White British. Almost five per cent of pupils in 2010 came from an African heritage. The proportion of pupils with a statement of special educational needs is below the national average yet the proportion identified with special educational needs and/or disabilities is slightly above average. Within this group the main identified needs are moderate learning, speech and language and behavioural difficulties. There are 49 pupils identified as being gifted and/or talented. The proportion of pupils in the care of the local authority is well above average at approximately six per cent of pupils.

The number of pupils the school can accept into any year group changed from 60 to 30 in 2007. Consequently the number on roll is falling each year. The school holds several awards including Artsmark gold, the full International Schools Award, International Baccalaureate World School and Healthy Schools status.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Tonge Moor is now a satisfactory school. Some of its features are good such as the Early Years Foundation Stage, the curriculum, aspects of leadership and management and the care, guidance and support for pupils. The effectiveness of staff's engagement with parents and carers is outstanding. In addition to very well designed mid- and end-of-year reports, newsletters, information packs and a good clear and informative website, parents and carers said staff are approachable and ensure they know they know how to help their children. For example, a parent commented in a questionnaire, 'we as parents know what her targets are and how to support this at home. Her teacher informs us regularly on her progress.' There are innovative and imaginative ways used by the school to involve parents and carers such as the speaking and listening discussion point for the week in the Wednesday weekly newsletters.

Tonge Moor is transforming. The relentless focus on pupils' attainment and progress over the last year is beginning to pay off. Standards at the previous inspection were low and had been so for many years. In 2010, pupils' attainment by the end of Year 6 was around the national average. Since September 2010 pupils' attainment in each year group is below average but is catching up to be close to their age-related expectations (where they should be for their age). More-able pupils and those identified as being gifted and talented are achieving much better than previously because lessons are more challenging and their needs are being met through the well-designed curriculum and targeted enhancements such as visits. There is still some way to go, particularly in English, for pupils to have caught up to where they should be but this is being helped by improved teaching. The majority of lessons in the inspection was good and this was reflected in pupils' work. Teaching overall was satisfactory because learning in a minority of lessons was slower often because there was a lack of time for pupils to write, work on activities, and record their findings, because there was too much teacher talk.

Pupils' attendance is above the national average and has improved over the last two years when measured against similar schools nationally. They make a good contribution to the school and local community and said they feel safe in school, particularly because of the security of the site and because of the care and protection they get from adults.

Approximately 30 per cent of pupils in Key Stage 2 did not agree behaviour was good. Inspectors spoke to groups of pupils and they said there was some name-calling, including a very few incidents of racism and homophobia, and some unacceptable behaviour. They agreed the staff take a strong line and deal with behaviour well. This was echoed by their parents and carers in the questionnaires. Inspectors identified behaviour to be good in a majority of lessons where the teaching was better but only satisfactory in a significant minority of lessons. In addition, they noted that at play and lunchtimes, behaviour was

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sometimes worse, mainly because some pupils did not have enough activities or resources to play with purposefully.

Senior leaders' judgements about the school are accurate and honest. Over the last year they have made good improvements to teaching and learning and to the leadership of middle leaders who have greater influence, accountability and responsibility. As a result, standards are rising, the pace of pupils' learning and progress is quickening, attendance is above average and there is a greater proportion of good and outstanding lessons. Leaders are ambitious for the pupils and in very effective pupil progress meetings make no excuses for lack of progress and introduce ways of tackling any barriers to learning pupils have. This shared determination resulting in better outcomes for pupils, means the school's capacity to improve is good and it now provides satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment so that all pupils meet the age-related expectations for each subject in each year group by:
 - enabling pupils to have more time to work, write and record their work
 - ensuring at least 80% of learning in lessons is good.
- Increase the proportion of pupils who judge behaviour in the school to be good by:
 - providing more purposeful activities at break times
 - evaluating their own and each other's behaviour and conduct in different situations
 - having a greater depth of understanding of their cultures and those of others.

Outcomes for individuals and groups of pupils

3

Children enter the Early Years Foundation Stage with skills, knowledge and development well below expected for three- and four-year-olds. Pupils make satisfactory progress overall but some groups make better progress. In 2010, pupils who were eligible for free school meals made outstanding progress and their attainment this year and in 2010 was above average. This group of pupils reported to inspectors that they like school and enjoy lessons. Similarly, pupils who are looked after by the local authority and foster carers achieve well. They said to inspectors that they enjoy lessons, particularly mathematics and they feel well cared for and safe. Pupils with special needs and/or disabilities make satisfactory progress. The majority make good gains in their learning because teachers and teaching assistants ask good questions and provide purposeful activities that help them consolidate what they already know before learning new skills. A small minority however has not yet caught up to the standards expected of their age.

Pupils' progress in English is satisfactory but in some subjects it is better. For example, in 2010 the progress pupils made in mathematics was outstanding and attainment was similar to the national average. This is reflected in other classes throughout the school where there is greater challenge for pupils, less use of low-level worksheets and pupils pick up new mathematical skills and knowledge at a good pace. In English pupils are

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hampered in some lessons by a lack of time to write or to record their answers. Progress is however accelerating particularly in speech and language and in reading. Pupils' achievement in Spanish is above average and they are able to listen, speak and to write in Spanish at a higher than expected level for their age.

Pupils feels safe and have a good understanding of how to stay safe using the internet, how to report and monitor concerns, of how to cycle safely on the roads and how to react if there is a fire or evacuation. Pupils have a satisfactory understanding of how to lead a healthy lifestyle but this is hampered slightly by a lack of time in physical education lessons. Pupils' cultural development is satisfactory but some have a narrow and stereotypical view of life in other cultures and countries. This is a consequence of an over-emphasis on charity and poverty. Pupils' spiritual and moral development are good. They have good opportunities to reflect in each of their lessons about how well they have done and what they need to do to improve; they reflect and debate and discuss moral dilemmas in philosophy lessons, and they have good opportunities to think about people who are worse off than themselves.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Since the last inspection the pace of learning has improved. In the majority of lessons it is brisk and pupils are fully engaged and involved. Expectations are higher and there is a higher level of challenge. In one outstanding writing lesson the teacher and the teaching

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assistant monitored each child's work and provided questions, tips, guidance and prompts to make it even better. The assistant put on a police officer's helmet and pretended to be the 'punctuation police' checking pupils had remembered to use the correct punctuation marks. The systems to mark pupils work are very good and have improved significantly. Pupils have many chances to self-assess and to evaluate the learning of other people in the class and they are given tips for improvement and time to respond to the marking. As a result pupils know in detail what they need to work on to improve. The reason why teaching is not yet good is because there are some common features which are less strong:

- the work is not always practical or visual enough to meet the needs of all pupils
- some activities do not enable pupils to move on to the next level of skill
- in some lessons girls are overly passive, quiet and do not contribute enough
- there are not enough opportunities for pupils to use information and communication technology (ICT) for learning
- in some lessons there is no context to the learning so pupils are learning skills in isolation and they cannot see how they can be applied.

The curriculum meets pupils' needs and interests. A very good feature is the high number of trips, visits and visitors to stimulate pupils' interest and to make the learning relevant. Although there are some weaknesses in ensuring every part of the National Curriculum and agreed syllabus for religious education is covered in sufficient detail, there are many strengths. For example, pupils follow lines of enquiry, pose their own questions and decide on what they will learn about. The focus on English and mathematics is having an impact on their progress and the additional subjects such as learning to play musical instruments, singing in an excellent choir and learning to speak Spanish are having a positive impact on their achievement.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides very effective leadership. This has led to all staff knowing and understanding their role in how to improve the school. Partnerships with other schools, agencies and organisations have been used well to improve pupils' attendance, their achievement, the quality of teaching and leadership throughout the school. All staff in their questionnaires agreed they are proud to be a member of staff, their contributions are valued, they help with evaluating the success of the school's work, the school is well-led and runs smoothly and their continuing professional development is provided for. There

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are good procedures and partnerships in place to help teachers improve their teaching through team working, modelling lessons and working closely with others.

The headteacher has a very good understanding of the community and the school's parents and carers and ensure the school caters for their needs. For example, the school has made provision for parents and carers who have a declared disability, carers who look after pupils in care, and same-gender parents and carers. This understanding has enabled the school to provide good community cohesion where differences between races, faiths, genders, sexuality, disability are all tolerated and respected whilst maintaining a keen focus on pupils' own culture for the needs of each child. There have been some recorded racist and homophobic incidents mainly because of a lack of a deep understanding of different cultures, but these have been dealt with strongly by the school and pupils reported to inspectors that these incidents are not tolerated and everyone is treated equally. The school works relentlessly to prevent any form of discrimination and to tackle pupils' barriers to learning. This has ensured the gaps between the achievements of different groups of pupils are closing strongly. This has been helped by designating a very able member of the governing body in charge of 'narrowing the gap'. Governance is good and has improved significantly since the previous inspection. Members of the governing body are more informed, better trained, more involved and are better placed to question, challenge and affect the direction of the school. They have ensured systems to check staff, health and safety, and the security of the site are good and have ensured that systems to protect pupils are effective. The care and protection of pupils is a high priority.

A great success has been the work with pupils who are looked after by the local authority and those who are eligible for free school meals. This care and support has ensured pupils have the skills, and the guidance to be able to succeed. The staff's hard work with parents, carers and other agencies has enabled attendance to be above average compared with that of similar schools nationally and their work with pupils with special educational needs and/or disabilities and their families has enabled the majority to make good progress.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle into the Nursery and Reception classes well, make good progress in all aspects of their learning and catch up from their very low starting points. Children make good advances in their understanding of letters and sounds. In one outstanding lesson children made rapid progress in their understanding of numbers, counting and calculations of more than and less than. As a result of lively and purposeful activities indoors and out, they make good progress in their physical development and in their speech and language. Adults work very well with individuals and groups going along with children's ideas for activities and extending their knowledge, skills and understanding. Children, for example, were pretending to drive a car outdoors, buy petrol and buy a ticket to cross a toll bridge. They persuaded an adult to be the mechanic to mend the car when it broke down and the adult skilfully extended children's speech, vocabulary and understanding through well-posed questions and scenarios. Outside the Reception area children worked well in teams negotiating how to build a den for a Gruffalo in very windy conditions. This made them think about the different materials and attachments they needed to survive the weather conditions.

Children are rightly proud of their work. Parents, carers, staff and children all contribute to the learning journeys which children described to an inspector as 'the story of all the work and activities they have done in class'. Leaders and managers have an accurate view of the strengths and weaknesses in the provision and they monitor and track the progress of children well. When the leader of the early years left on maternity leave she skilfully managed the transition to a new teacher which has meant there has been no slowing of children's progress. Routines in both classes are well-devised, and the day-to-day running of both classes is smooth which enables children to gain in confidence and to make a good start to their time in school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The large majority of parents and carers is happy with their child's experience at Tonge Moor. Approximately 12 per cent sent back a questionnaire which is less than average for primary schools. Out of these, all agreed their children enjoy school and teaching is good. The overwhelming majority agreed the staff meet their children's needs, prepare pupils for their future and help them to lead a healthy lifestyle. Almost all agreed the school keeps their child safe and deals well with pupils' poor behaviour. There was a very small number of comments about poor behaviour. Inspectors investigated and judged pupils' behaviour as satisfactory rather than good and made some recommendations to the school for improvement. Almost all parents and carers agreed the school keeps them informed about their children's progress, helps them to support their children's learning and takes account of their suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tonge Moor Primary School 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	71	10	29	0	0	0	0
The school keeps my child safe	25	74	7	21	0	0	2	6
My school informs me about my child's progress	22	65	10	29	1	3	1	3
My child is making enough progress at this school	18	53	13	38	2	6	0	0
The teaching is good at this school	22	65	12	35	0	0	0	0
The school helps me to support my child's learning	22	65	10	29	1	3	1	3
The school helps my child to have a healthy lifestyle	23	68	10	29	1	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)	20	59	8	24	1	3	0	0
The school meets my child's particular needs	22	65	11	32	1	3	0	0
The school deals effectively with unacceptable behaviour	21	62	9	26	2	6	2	6
The school takes account of my suggestions and concerns	22	65	9	26	0	0	3	9
The school is led and managed effectively	22	65	9	26	1	3	2	6
Overall, I am happy with my child's experience at this school	23	68	9	26	1	3	1	3

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



March 2011

Dear Pupils,

Inspection of Tonge Moor Primary School, Bolton BL2 2PF

You may remember I visited your school with two other 'special visitors' to find out how well Tonge Moor had improved since its last inspection a year ago. It was particularly good to see the younger children in their Gruffalo dens and to observe you working in lessons such as English, mathematics, Spanish and philosophy. Thank you to those who met and spoke to us at break times, in groups and in classes. This letter is to explain some of our findings.

We judged Tonge Moor to have made good progress and it is now a satisfactory school. Some parts of it are good such as the learning in the Nursery and Reception classes and in the lessons for the older pupils; how the school is led and managed; and the things you learn about in the different subjects such as the inquiry topics and the way in which adults support and care for you. We judged one aspect to be outstanding: that is the way in which the school works with your parents and carers. Many of you told us in your questionnaires behaviour is not as good as it could be. We have asked the adults in school to improve this by introducing more and better things for you to do at break and lunch times; by giving you a better understanding of how people who may be different from you, live; and by asking you to evaluate your own behaviour and other people's behaviour. This could be in a similar way perhaps to the way in which you evaluate your work in lessons.

You have worked very hard since the last inspection and we noticed your work in all subjects is getting closer to the standard of work expected for other pupils of your age. We have asked adults in the school to improve this further by giving you longer to work and write in lessons. We have also asked adults to work towards making sure that your learning is good in most lessons in each of the subjects you study.

I hope you will do your best to help improve the work and the behaviour in your school.

Yours sincerely,

Allan Torr

Her Majesty's Inspector

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