

Tottington Primary School

Moorside Road, Tottington, BL8 3HR

Inspection dates

31 October–1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few pupils make consistently good progress. Some pupils, especially in Years 3 and 4, have gaps in their English knowledge and skills which stop them making good progress.
- The staff in the Nursery unit and the Reception classes do not work together closely enough to ensure that children have a smooth transition between the two settings and lose no time in learning.
- There are too few independent tasks for Reception children to practise their reading and writing skills. Outdoor learning is not sufficiently developed for this age group.
- Pupils do not progress quickly enough in learning letters and the sounds they make (phonics) in the Early Years Foundation Stage and Year 1.
- Teaching is not yet good enough to ensure that all pupils make good progress. Tasks are sometimes too easy or too hard for pupils. Assessments of learning are not consistently used to set work that challenges all the different ability groups during lesson introductions and independent work.
- Teachers' marking and pupils' targets do not always provide useful advice to help pupils improve their work or guide them through the next steps in their learning.
- The role of the middle managers is insufficiently developed. As a result, they do not have a thorough overview of teaching and pupils' progress in their subjects. Their skills and expertise are not used to best advantage in supporting colleagues and helping to improve teaching.

The school has the following strengths

- The new headteacher has an accurate view of what needs to be done next in order to raise pupils' attainment and make teaching better. Working closely with the deputy headteacher, he maintains a climate of ambition for the school. Teamwork is strong and staff strive to provide the best for pupils.
- Behaviour is good. Pupils are polite, have beautiful manners and try hard.
- The school has a supportive, caring ethos and relationships are strong.
- A very large majority of parents and carers agree that their children are well looked after, feel safe and are happy at school.
- This is an inclusive school. Specialist resources and personnel ensure that pupils with disabilities are fully integrated into school life and make good progress.
- The curriculum is rich in creative opportunities, such as music. A wide range of clubs and visits enrich pupils' learning and extend their horizons.

Information about this inspection

- The inspection took place with one day's notice.
- Inspectors observed teaching and learning in 19 lessons, three of which were observed jointly with the headteacher and deputy headteacher.
- Meetings were held with groups of pupils, members of the governing body, representatives from the local authority, managers and staff.
- Inspectors observed the school's work and looked at a range of evidence, including the school's documents for gaining an accurate view of its performance, safeguarding and improvement planning. They also studied standards in reading, pupils' workbooks and systems used to monitor pupils' progress.
- The responses to the online questionnaire Parent View were considered, alongside the school's own analysis of recent surveys sent to parents and carers. The inspectors spoke informally to parents and carers at the start of the school day. Staff questionnaires were also checked.

Inspection team

Lynne Read, Lead inspector	Additional Inspector
Stefan Lord	Additional Inspector
Carol Machell	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school. It includes a designated resource for physically disabled children.
- The proportion of pupils supported at school action is below average, as is the proportion supported at school action plus or through a statement of special educational needs.
- A lower than average proportion of pupils is known to be eligible for the pupil premium.
- The very large majority of pupils are of White British backgrounds.
- The Early Years Foundation Stage includes a separate Nursery unit for two to four year olds, run by the governing body, and two Reception classes within the main building.
- The school meets the current government floor standards, which set the minimum standards expected by the government for attainment and progress.
- The governing body provides childcare before and after the school day. This provision has a separate inspection and report.
- At the time of inspection, a newly appointed headteacher had been in post for less than one term.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good by making sure that:
 - teachers consistently use what they know about pupils' learning to pitch independent tasks at a good level of challenge for the different ability groups in the class
 - pupils do not waste time on activities that are too hard or too easy for them during introductions to lessons
 - marking and pupils' individual targets make the next steps in learning clear and consistently provide useful advice to help pupils improve their work, especially in writing in Years 3 and 4.
- Improve achievement by making sure that:
 - teachers improve the pace of teaching in phonics sessions for the Early Years Foundation Stage and Year 1 so that children make good progress and become confident readers by age six
 - pupils, especially in Years 3 and 4, overcome difficulties with their spelling and writing.
- Improve teaching and learning in the Early Years Foundation Stage by:
 - providing a wider range of stimulating opportunities for children to practise and consolidate their early reading and writing skills during independent work
 - developing closer collaboration between the Nursery and Reception classes to ensure that the curriculum and working practices are continuous and that assessments are effectively used to plan the transition between the two settings
 - developing the outdoor learning area for the Reception class so that it covers all the areas of learning for this age group and is accessible throughout each day.
- Improve the impact of leaders and managers by:
 - further developing the role of the middle leaders so they are able to take a more active part in checking the impact of teaching on pupil achievement and in sharing best practice with colleagues.

Inspection judgements

The achievement of pupils

requires improvement

- Children start Nursery and Reception classes with skills typical for their age. They settle quickly into the Nursery, and become independent learners. The Nursery unit is run separately from the Reception classes and there is no continuity between the two settings in teaching, routines or how children's work is checked and recorded. This means that time for learning is lost as children adapt to the changes and progress slows.
- Children's skills when they start Year 1 are broadly average but weaker in writing. For a minority, phonic skills, which link letters to the sounds they make, are not as well developed as they could be.
- Progress through Key Stage 1 requires improvement. Only a few pupils make consistently good progress. Attainment by the end of Year 2, although improved this year, is average overall and is stronger in reading and mathematics. Writing skills are weaker. Pupils do not apply their phonic skills well enough in spelling and make mistakes with basic grammar and punctuation. Progress in reading accelerates in Year 2 with pupils reading and understanding a good range of books by the end of that year.
- Progress in Key Stage 2 has improved considerably over the last year, especially in writing in Years 5 and 6. More pupils now make the expected progress in reading, writing and mathematics so that attainment is broadly average. However, too few make good progress and move on to work at the higher levels. By Year 6 pupils read a wide variety of material and use non-fiction texts effectively for study work.
- Some pupils, especially in Years 3 and 4, have gaps in their English knowledge and skills, especially in spelling, punctuation and grammar. They do not always rehearse their sentences before writing or check them afterwards. Although pupils often have inspired ideas and use imaginative language, these errors hold back the overall quality of their work.
- Disabled pupils and those who have special educational needs have effective group and individual support throughout school. They make good progress in their all-round development.
- The progress of those who are supported by the pupil premium is carefully tracked and they receive additional support when a need arises. Consequently, their progress often exceeds that of the majority.

The quality of teaching

requires improvement

- Some aspects of teaching in the Early Years Foundation Stage are good. For example, outdoor learning for the Nursery children is well planned and organised. Surveys show that parents and carers are very happy with the Nursery provision, especially the standard of care. Overall, however, teaching in this phase requires improvement because:
 - Reception children do not have continuous access to the full range of outdoor learning, Nursery children engage in outdoor physical, creative, writing or number work regardless of the weather. Because of a partly grassed surface and lack of a canopy, this is not possible for the Reception children during wet weather
 - the activities provided for Reception children to practise and enhance their reading and writing skills independently are uninspiring and limited in scope
 - there is little shared practice and continuity between the Nursery and Reception classes, especially in terms of planning, the curriculum and timetabling
 - assessments of children's learning are not used well enough to plan a smooth transition between the Nursery unit and the Reception classes.
- Teaching is good in Years 5 and 6 and some is outstanding. For example, pupils enjoyed a challenging mathematics lesson where they worked on multiplication methods, decimals and problems; each task carefully matched to extend their skills and confidence.
- Across the other classes, teaching varies and requires improvement because:

- independent and group work does not always build accurately on previous learning; nor does it consistently stretch, or provide enough support for pupils of different abilities
 - introductions to lessons do not consistently ensure that all ability groups are learning as best they can
 - teachers' marking does not always specify what needs improving and how the pupil may achieve this. For example, basic mistakes in spelling and grammar are not consistently highlighted, especially in Years 3 and 4, or targets set to help pupils overcome the difficulties
 - the targets which teachers expect pupils to achieve do not always provide a clear, longer term goal for learning or show pupils what they need to do next to improve.
- Teaching assistants are generally knowledgeable and successfully guide group learning. During class introductions, however, they often have a general support role related to one or two pupils, so their expertise is not always used to the full.

The behaviour and safety of pupils are good

- The behaviour code is well understood, respected and followed. This results in a calm, productive atmosphere for learning and allows lessons to proceed without interruption.
- Pupils are keen to learn and collaborate well. For example, 'talking partner' work helps them to clarify their thinking and they enjoy solving problems together.
- The older pupils demonstrate excellent attitudes and a strong work ethic. Throughout school, pupils generally concentrate well. Sometimes, however, where whole class introductions do not interest everyone, pupils' attention wanders and they drift off task.
- Attendance is high and pupils are punctual, reflecting their enjoyment of school.
- Through anti-bullying projects and lessons on personal development, pupils have a good understanding of different types of bullying. They know how to keep themselves safe, including when using the internet. They assert that teachers and other adults deal swiftly with any worries they report and are adamant that there is no bullying at Tottington Primary.
- The results obtained from the on-line Parent View show that all parents and carers agree that their children are happy at school. An analysis of the school survey and discussions with parents and carers confirm that the vast majority feel that the school makes sure its pupils are well behaved and that their children feel safe.
- A wide range of opportunities exist for pupils to experience responsibility. For example, school councillors collect the views of fellow pupils and ensure these are considered in the process of decision making. In addition, monitors carry out their roles proudly and help to ensure the smooth running of the school day.

The leadership and management requires improvement

- The new headteacher provides good, strong leadership and direction for the school. He brings energy, focus and urgency into the drive for improvement.
- A thorough evaluation of teaching and progress has left no stone unturned so senior leaders have an accurate overview of provision and staff performance. The headteacher is well aware of the need to forge a strong link between teachers' pay and their performance.
- Staff are working effectively to implement the development plan that is firmly based on improving teaching and achievement. These factors, together with the past year's record of accelerated progress and better attainment, demonstrate the school's ability to carry on making improvements.
- Tracking of pupils' learning provides a clear overview of their progress term-on-term. The data are presented in an easily accessible format and are starting to be used more effectively to spot where help is needed. A wide range of actions have been taken this term to help pupils overcome difficulties in their learning, but these are not specific enough to improve pupils' writing, especially in Years 3 and 4.

- The quality of teaching is checked by senior leaders and the information gathered ensures that training courses and performance management are linked accurately to the needs of staff and school priorities. This is beginning to raise the quality of teaching and standards but, because of the short timescale, has not yet been fully effective.
- Middle managers are receiving training and support to improve their impact on the quality of teaching and pupils' achievement. Currently, they do not check lessons on a regular basis or have sufficient opportunities to share best practice with colleagues in the classroom.
- The school makes good use of expert advice provided by the local authority. This has helped to improve standards, for example in Key Stage 2 last year. Support has facilitated the swift induction of the newly appointed headteacher, so he is well equipped to take the school forward.
- The pupil premium is targeted wisely to ensure that no discrimination exists and to break down barriers to learning, ensuring that these pupils have an equal opportunity to achieve.
- Safeguarding meets statutory requirements.
- **The governance of the school:**
 - Members of the governing body provide informed support for leaders and managers and are ambitious for the school's future.
 - They have a good range of expertise and are undergoing training to enhance their work in evaluating performance. The newly formed School Effectiveness Committee, for example, is playing an active role in tracking pupil progress, checking on reports about teaching and holding leaders to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105304
Local authority	Bury
Inspection number	404981

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair	Mr Peter Dickinson
Headteacher	Mr Stephen Holden
Date of previous school inspection	16 September 2010
Telephone number	01204 886169
Fax number	01204 888246
Email address	tottingtonprimary@bury.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

