

# Tonge Moor Primary School

Brierwood, Bolton, BL2 2PF

## Inspection dates

19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From starting points which are considerably lower than those expected on entry to the Early Years Foundation Stage, all groups of pupils make good progress and reach standards which are broadly average by the end of Year 6.
- Mathematics is well taught and pupils make outstanding progress in this subject.
- Most teaching is good and there is some which is outstanding in each Key Stage.
- Pupils are proud of their school and enjoy their lessons. They feel safe and well looked after because adults manage pupils' behaviour extremely well.
- Pupils' spiritual, moral, social and cultural development is strongly promoted. Well taught Spanish, sports and music lessons all add to pupils' enjoyment and appreciation of the wider world.
- Leadership and management, including governance are good. The headteacher and governing body have high expectations and set a clear and ambitious direction for the school.
- Action taken by leaders and governors since the last inspection has led to improvements in achievement, the quality of teaching and behaviour of pupils.

### It is not yet an outstanding school because

- Achievement in writing is not yet as good as it is in reading and mathematics. Teachers do not always plan activities which match the different abilities of pupils or give them the chance to act upon any advice given to improve their work.
- Checks made by leaders on the quality of teaching do not always lead to actions which improve pupils' progress, particularly in writing.

## Information about this inspection

- Inspectors observed teaching in all classes. They saw 19 lessons or parts of lessons, three of which were observed jointly with the headteacher.
- Meetings were held with groups of pupils, staff, governors and a representative from the local authority.
- Inspectors took account of the 11 responses to the online questionnaire (Parent View). They also considered previous survey information collected by the school and spoke informally to parents as they brought their children to school.
- Questionnaires from 34 staff were received and their views taken into account.
- Inspectors listened to pupils read, spoke with them about their learning and looked at the work in their books.
- Inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of governing body meetings and records relating to behaviour, attendance, child protection and safeguarding.

## Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Sheila Loughlin	Additional Inspector
Faheem Chishti	Additional Inspector

## Full report

### Information about this school

- Tonge Moor Primary is similar in size to other primary schools.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language are both below average.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, is above average. At Tonge Moor, these groups include looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs, is also in line with that usually found.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club for pupils.
- Since the previous inspection, the number of pupils that the school can accept has been increased to its former admission number of 60. As a result, class sizes and year groups vary throughout the school.
- A significant building programme has also been in progress since 2011 and is due to be completed in 2013 to accommodate additional pupil numbers.
- Different age groups are taught in four different buildings, but in close proximity to each other.
- The school holds several awards including Artsmark gold, the International School Award, Leading Parent Partnership, Healthy School status and International Baccalaureate World School.

### What does the school need to do to improve further?

- Raise attainment in writing so that pupils reach the levels seen in mathematics and reading by ensuring that:
  - early writing skills are taught well in the Early Years Foundation Stage and Key Stage 1, especially spelling, punctuation and handwriting
  - teachers plan activities that match the needs of pupils of all abilities
  - pupils respond to and act upon the advice given by teachers in their books
  - pupils have opportunities to use computers to develop and extend their writing skills.
- Improve how leaders raise the quality of teaching further by ensuring that:
  - checks made on teaching are focused on how well pupils learn and lead to actions which accelerate pupil progress, especially in writing.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are well below those typical for their age, especially in key areas such as reading, writing and numbers. Due to high quality care and attention, they settle well and make good progress in all areas of learning. As a result, pupils enter Year 1 with skills which are below average, but closer to others of the same age.
- Pupils in Key Stage 1 make good progress, especially in reading and mathematics. This is because basic skills are taught well and pupils receive additional help on a regular basis. Writing is less well developed and pupils' spelling, use of punctuation and handwriting are not picked up consistently by teachers. Consequently, levels of attainment in writing are lower.
- Progress in Key Stage 2 is good overall but outstanding in mathematics. By the end of Year 6, pupils reach levels that are broadly average in English but slightly above in mathematics. Attainment has risen in both English and mathematics since the previous inspection. The numbers of pupils reaching the higher levels in reading, writing and mathematics have also risen due to the additional support pupils receive, particularly in Year 6.
- Pupils' progress in writing is not as strong as in mathematics. This is because the work set for pupils is not always at the right level and although teachers provide good advice on how they can improve their writing, pupils are not always given the chance to put this advice into practice. Other forms of writing are also limited. For example, pupils do not use computers very much.
- Reading is enjoyed throughout the school. Younger pupils use their knowledge of letters and sounds successfully to tackle new words and become confident readers. Older pupils read widely and often develop good attitudes to reading. The school library contributes to pupils' enjoyment of reading. Reading volunteers and teaching assistants also make sure that pupils do not fall behind in their reading by hearing them read regularly.
- Disabled pupils and those with special educational needs make good progress due to the quality of teaching and support they receive in lessons, together with the extra help from teaching assistants outside lessons. Other groups of pupils, for example those from minority ethnic backgrounds or those for whom English is an additional language, also make similar progress and receive extra support to make sure they keep up with their classmates.
- Pupils known to be eligible for free school meals and those who are in local authority care achieve well. Pupil premium funding is used effectively to provide additional adult time to boost pupils' literacy and numeracy skills and pay for breakfast club, school visits and lunchtime activities. Test results and the schools' own data show that gaps in attainment are closing for these groups; they are approximately two terms behind other pupils in the school and pupils nationally in English but less than one term behind in mathematics.

### The quality of teaching is good

- Teaching has improved since the previous inspection. It is now good and some is outstanding, particularly in Year 6.
- Good relationships exist in all classes and adults manage pupils' behaviour extremely well. This means that there are few disruptions in lessons and pupils can concentrate fully and get on with their work. High expectations are set for what pupils can achieve and in most lessons, pupils try their best and produce work of a good quality.
- The best teaching keeps pupils interested and involved by giving clear explanations, providing high levels of challenge and building on previous work. For example, in a Reception lesson, children could confidently count on in tens and units because the teacher showed them how to do it and extended the skills they had already been taught.
- Teachers have good subject knowledge and use a range of imaginative ideas to teach reading, writing and mathematics. For example, oral story-telling techniques have recently been introduced to help improve pupils' communication and writing skills. Pupils have picked these

techniques up quickly. However, writing activities which follow on are not always planned at the right level and, as a result, some pupils do not complete much written work.

- Additional adults make a significant contribution to pupils' progress, especially for those who have English as an additional language, and those who are disabled or who have special educational needs. They provide valuable support both within and outside lessons.
- Pupils know what levels they are working at and have personal targets to help them reach the next level. Teachers also mark their books very effectively and provide good quality advice to suggest ways in which they can improve their work. Pupils respond well to these comments in their mathematics books, but do not always have the chance to act on the advice given in their writing books.
- The school have revised the homework given following parent comments. Tasks are now set which encourage pupils to produce work in their preferred style and also to research and investigate areas studied. Leaders are continuing to review how successful this is.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons, around school and in the playground. They have good attitudes to learning and want to do well.
- Pupils, parents and staff, who shared their views, say that behaviour is good. Pupils spoken to say that behaviour has improved. Records kept by the school show that this is accurate as there are fewer exclusions or serious behaviour incidents recorded. Behaviour charts are used consistently in all classes and teachers keep records of the levels pupils reach. All adults manage behaviour effectively and additional support is provided for the small number who have emotional or behavioural problems.
- Pupils have a good understanding of different types of bullying, for example physical, verbal and cyber bullying. They say that bullying is rare, but that if anything is reported, adults deal with it quickly. Worry boxes are also available in all classrooms so that pupils can report any problems or concerns. This helps pupils feel safe and happy at school.
- The school place a high priority on teaching pupils to stay safe. Visitors, workshops and lessons, help pupils understand how to keep themselves safe, for example in relation to road, water, fire and internet safety. Consequently, pupils are clear about potential dangers.
- Pupils from all backgrounds mix well together. There is no discrimination of any sort and all pupils have equal opportunities. As one pupil said 'Everyone is treated in the same way.'
- Pupils who attend the breakfast club appreciate the snacks available and the chance to meet other children and take part in the activities offered.
- Attendance is broadly average and most pupils arrive at school on time. The school has good systems in place to check why pupils are not in school and follow up any concerns with the appropriate agencies.

### **The leadership and management** are good

- The headteacher, ably supported by her management team and governing body, leads the school effectively. Actions taken since the previous inspection have led to improvements in achievement, teaching and behaviour. However, leaders are not complacent and want to build on these successes even further.
- Leaders have an accurate overview of the school. They know the strengths and areas which need further improvement. Appropriate priorities are set out in the school's improvement plan and carefully followed during the year to make sure that pupils make good progress.
- Regular checks are made on the quality of teaching but reports and follow up actions do not always lead to improvements in the rates of pupil progress. Targets are set which require all teachers to teach well or better consistently. Pay increases to staff are only agreed where this is

demonstrated. Training has been effective in improving the quality of teaching.

- Pupils' spiritual, moral, social and cultural development are strongly promoted at every opportunity. For example, in an outstanding assembly, pupils had time to think about the Easter story, sang songs from African and Spanish cultures and used and built on their highly developed musical skills. Consequently, every pupil and member of staff in the hall were captivated. Music, Spanish, sports and drama, together with rich and memorable visits, visitors and experiences, promote pupils' self-esteem and personal development.
- The local authority has a good overview of the school and has provided valuable support previously. They rightly have confidence in the leadership team and now provide only light touch support.

■ **The governance of the school:**

- Governors are skilled and experienced. They provide good challenge and support for leaders. They know which areas need to be improved and check whether these are being addressed. They receive regular reports and information from leaders but ask challenging questions if they are not clear or do not agree about something. They keep checks on how well teaching is improving and only approve salary increases where there is clear evidence that pupils have made good progress. Targets are set for the headteacher based on the improvements needed. Governors undertake training to ensure that they keep their knowledge and skills up to date and fulfil their statutory duties effectively, for example, the recent safeguarding and finance training. Governors have a good knowledge of data and use this information to determine whether the pupil premium is being used well and making a difference to the pupils eligible. A governor has been appointed directly to monitor this.
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## 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

<b>Unique reference number</b>	105164
<b>Local authority</b>	Bolton
<b>Inspection number</b>	404968

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Scowcroft
<b>Headteacher</b>	Anne Read
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	01204 333755
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