

# Tottington Primary School

Moorside Road, Tottington, Bury, Lancashire, BL8 3HR

**Inspection dates** 20–21 May 2014

<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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides strong and highly effective leadership and management. Accurate checks and prompt action to attend to any weaknesses is the key to the school's success.
- Pupils achieve well. They make good progress, especially in reading and mathematics.
- Physically disabled pupils and those with special educational needs receive good support that enables them to make good progress.
- Improved provision in Reception has led to the youngest children achieving well.
- Teaching is good with some examples of outstanding teaching. Teachers prepare interesting opportunities for pupils' learning.
- Very strong pastoral care means this is a very safe and happy school. Pupils' behaviour is outstanding.
- Leaders and managers, including governors, have had a strong impact on raising both the quality of teaching and pupils' achievement.

### It is not yet an outstanding school because

- Pupils' progress is good rather than rapid because teaching is not outstanding.
- Writing is not as strong as mathematics and reading because pupils have insufficient opportunities to use their writing skills in subjects other than English.
- The quality of marking varies, as opportunities are sometimes missed to provide clear pointers to pupils about how they might improve.
- Some subject leaders do not have sufficient knowledge of strengths and weaknesses in their areas of responsibility.

## Information about this inspection

- The inspectors observed 18 teaching sessions, including one observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Chair and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 35 responses to Ofsted's on-line questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents. The responses from staff questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and additional sports funding as well as documentation and records relating to pupils' behaviour and safety.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Gillian Burrow

Additional Inspector

John Ellwood

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school has a specially resourced provision for pupils with special educational needs for 10 pupils with severe physical disabilities.
- The proportion of pupils who receive the pupil premium funding is broadly average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and for children that are looked after by the local authority.)
- The large majority of pupils are from a White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has achieved many awards including international school status.
- There is a private nursery on site that is registered with Ofsted and inspected separately.

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

- Improve teaching to speed up pupils' progress further by:
  - ensuring pupils have good opportunities to use their writing skills in subjects other than English
  - making certain that written comments in teachers' marking provide clear pointers for improvement and that pupils are able to reflect and respond to this advice.
- Improve the quality of leadership and management by ensuring that all those with responsibility for leading subjects have good, first-hand knowledge of the strengths and weaknesses in their areas in order to raise achievement and teaching in their subjects.

## Inspection judgements

### The achievement of pupils is good

- When children start school in Reception, there is some variation from year to year in children's skills but they are mostly below those typical expected for their age. Weaknesses in the quality of provision identified at the last inspection have been addressed exceedingly well. Well prepared resources both inside and outside and a good team of staff ensure children make good progress. Very good links have been established with the on-site private nursery.
- All groups of pupils now make good progress through the rest of the school, which is a positive improvement since the last inspection. This is a direct result of sustained improvement in the quality of teaching.
- Current school data and inspection evidence show an upward trend in pupils' attainment at the end of both key stages. Inspection evidence and school data indicate that pupils in Year 6 are on course to exceed last year's average results in mathematics and reading with some improvement in writing.
- Progress in mathematics and reading is good. The number of pupils reaching the expected standard in the Year 1 phonics (early reading skills on the sounds that letters make) check has improved to be above the national average. Older pupils say they get plenty of chances to read and find reading helps them use their imagination and to learn new words.
- Pupils use their reading and mathematical skills well in other subjects. However, this is less so in writing.
- The most able pupils benefit from an increasing level of challenge as they move through the school and make good progress; for example, by being taught in Key Stage 2 in groups based on prior attainment. In one lesson pupils work closely together to decide on what points should be included in a letter of complaint about a fictional activity centre to make the letter incisive and meaningful. They displayed a good understanding of what needed to be said.
- Disabled pupils, including those with severe physical difficulties and those who have special educational needs, make the same good progress as their classmates because the support they receive is well matched to their needs.
- Pupils who are eligible for the pupil premium funding make good progress. At the end of Year 6 their attainment is in line with that found nationally. The gap between what they achieve and what other pupils in the school achieve in English and mathematics has narrowed to be just over half a year.
- There is a good level of participation in physical education. These include out-of-school sporting activities and experiencing new sports. Pupils are developing healthy lifestyles; they understand the importance of being as healthy as possible.

### The quality of teaching is good

- Pupils say they enjoy coming to school because teachers help them to improve in the work they do, in English and mathematics and, for example, in learning to speak Spanish and in music making.
- The headteacher and other teachers working alongside each other have been effective in helping teaching to improve. Teachers' high expectations of pupils, the effective use of assessment information in their planning and pupils' positive attitudes to learning combine well to ensure that pupils make good progress.
- A major strength of teaching is the strong emphasis given to the importance of establishing high-quality relationships. For example, pupils know that if they do not understand something help will be provided and anything they say in response to teachers' questions will be valued.
- Pupils are helped to develop good learning skills, such as not giving up when the work is challenging. This boosts the achievement of all groups of pupils including the most able and

those who find learning more difficult.

- Teachers work closely with teaching assistants, who make a valuable contribution to pupils' learning, especially for disabled pupils and those with special educational needs. However, there are times when teaching assistants do not allow pupils enough chances to show that they can work things out for themselves, before providing direct adult support.
- In the Early Years Foundation Stage, staff have created highly stimulating and well resourced indoor and outdoor learning areas. They check on children's learning carefully and achieve a good balance between activities directed by teachers and those children choose for themselves. As a result, children make good progress from their starting points.
- There are examples of comments in teachers' marking which provide clear guidance on how pupils should improve their work. However, this is not a consistent practice throughout the school. Teachers' comments do not always provide good guidance or good opportunities for pupils to reflect and respond to this advice.

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

- The behaviour of pupils is outstanding.
- Pupils have worked with the headteacher to produce 'The Pupil Promise', that promotes good behaviour and learning to be responsible citizens. These include, 'We are kind and helpful' and 'We are safe.'
- The high level of respect pupils have for each other, including for those with physical disabilities, is a major strength. Pupils' high level of enthusiasm to do well is very evident in lessons. For example, in Year 6, pupils openly show how pleased they are when they can correctly identify equivalent fractions. Pupils work very well on their own and with each other.
- In many lessons, around the school and in meetings held with pupils their attitudes and behaviour were exemplary. Across the school pupils show great enthusiasm for their work and are keen to do their very best for the teachers. It was a delight to see how proud and confident younger pupils were when taking part in physical activities in the outside area to develop their throwing and catching skills. Lunchtimes are sociable occasions and pupils' behaviour is excellent. In the playground, pupils play very well together and do all they can to play with pupils in wheelchairs.
- Parents are very positive about pupils' behaviour and safety. They make sure children are on time for school and pupils' attendance is above average. One parent of a pupil with severe disabilities told inspectors how much her child loved coming to school and how quickly the school had responded to a possible issue regarding safety.
- A scrutiny of records and observations during the inspection shows that behaviour over time is excellent. Isolated incidents of unacceptable behaviour are dealt with very well.
- There are many opportunities provided across subjects to promote pupils' spiritual, moral, social and cultural development. Pupils have highly positive views on the importance of helping those less fortunate than themselves. Pupils take part in a wide range of activities, including sporting events and instrumental tuition, and are very proud of what they achieve.
- The school's work to keep pupils safe and secure is outstanding. Pupils are proud to be 'safety ambassadors'. For example, if there is water spillage in the dining hall, not immediately spotted by staff, an ambassador will stand near the spillage and send another child to tell a member of staff about it.
- Pupils have a very good understanding of how to keep safe and are very confident that any issues they raise will be dealt with promptly. They recognise potential dangers when using the internet. Pupils have a good understanding of different types of bullying for their age.
- Pupils respond extremely well to the many opportunities provided take on responsibilities. These include membership of the school council, being a house captain or taking on jobs around the school. School council members take their responsibilities very seriously, for example, in discussing in great detail any suggestions posted in the suggestion box.

**The leadership and management are good**

- The headteacher's drive and determination to improve the quality of learning has been highly successful in moving this school forward. Major successes have included improvements in the quality of provision in the Early Years Foundation Stage, in teaching, the use of assessment information and in pupils' progress.
- The restructuring of the school's leadership team has led to greater involvement in leadership by all leaders. However, its full impact has yet to be seen. Middle leaders, some of whom are fairly new to their role, do not all have a good understanding of the strengths and weaknesses in their areas. They are not fully accountable for the quality of teaching and pupils' achievement in their subjects to be able to make a fuller contribution to school improvement.
- The special provision for pupils with physical disabilities is well led and managed.
- The school has an accurate picture of how well it is doing and the right priorities for further improvement.
- A well planned programme of staff training is firmly in place. Checks on teaching and of the performance of teachers are of a good quality. Staff pay awards and their targets are closely linked to pupils' achievements.
- The curriculum is effective. The concentration on core skills in literacy and numeracy has not been at the expense of other subjects. However, there are missed opportunities for pupils to use their writing skills well in different subjects. Visits and visitors enhance pupils' learning experiences.
- Parents and staff who completed the questionnaires are very positive about all aspects of school life.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The local authority regards the school now, because of the improvements made, as one only in need of 'light touch' support.
- Additional funding is being used well to enhance the provision for physical education to improve pupils' physical well-being and staff expertise.
- The school closely analyses the use of pupil premium funding and is narrowing the gaps in attainment between eligible pupils and their peers.
- Leaders' approach to ensuring equal opportunities for all is reflected in the good progress made by different groups and in the way that every opportunity is taken to involve pupils with physical disabilities in all activities. There is no evidence of discrimination in the school.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met and that the building and school grounds provide a very safe environment.
- **The governance of the school:**
  - Governors make sure that the school's finances are used well, for instance, to improve facilities in the Early Years Foundation Stage. They ensure that the pupil premium and primary sports funds are used to close any gaps in pupils' achievement. Governors carry out their statutory duties well, and make sure they meet all legal requirements about keeping pupils and staff safe. Governors bring a wide range of experience and expertise to their role. The governing body is led well by an enthusiastic Chair. Governors support the school but ask challenging questions of it. Governors ensure the systems to check on the performance of teachers are thorough. They receive information about the quality of teaching and on how well the school is doing when compared to other schools, and seeking assurance that any salary increases are linked to performance.

## 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>	105304
<b>Local authority</b>	Bury
<b>Inspection number</b>	432109

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Dickinson
<b>Headteacher</b>	Stephen Holden
<b>Date of previous school inspection</b>	31 October 2012
<b>Telephone number</b>	01204 886169
<b>Fax number</b>	01204 888246
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