

# Tottington Primary School

## Inspection report

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<b>Unique Reference Number</b>	105304
<b>Local Authority</b>	Bury
<b>Inspection number</b>	308827
<b>Inspection dates</b>	30–31 January 2008
<b>Reporting inspector</b>	John Heap

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

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<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 on roll</b>	
School	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Dickinson
<b>Headteacher</b>	Mr M Pinder
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Moorside Road Tottington Bury Lancashire BL8 3HR
<b>Telephone number</b>	01204 886169
<b>Fax number</b>	01204 888246

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average-sized primary school. It serves a mainly White British population and small numbers of pupils from a range of minority ethnic backgrounds. A very small proportion is at the early stages of learning English and the main first languages are Farsi and Latvian. There are few signs of social and economic disadvantage and the number of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is below average. However, the number of pupils with a statement of special educational need is above average and the school is designated as being a resourced provision for the physically handicapped. Children's attainment on entry to the Reception class is at expected levels. The school provides extended services, such as before-and after-school clubs. Tottington Primary has Investors in People and Healthy Schools status and the Activemark Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Although the school judges itself to be good, inspectors' findings are that it is satisfactory and gives sound value for money. The school's generous assessment is understandable because it has based its judgements on recent developments in the way it monitors and evaluates its work and also the steady rise in standards in Year 6 national tests. However, it is too soon to judge the overall effects of these changes on the work of the school.

Pupils' personal development, including spiritual, moral, social and cultural development is good. This is promoted by the strong aspects of care, guidance and support and of the otherwise satisfactory curriculum. Moral and social development is a particular strength and this leads to pupils' excellent behaviour, their strong attitudes to school and work and their support for each other. Pupils have a good knowledge and understanding of the importance of leading healthy and safe lifestyles. Pupils and their parents say that the school is an enjoyable place to be and this is confirmed by the above average attendance and the number joining in the before-and-after-school provision. Pupils make a good contribution to the day-to-day running of the school and of activities further afield.

Satisfactory teaching, learning and academic development promote sound achievement. Children get a steady start in the Foundation Stage and reach the nationally expected goals by the time they enter Year 1. Pupils make satisfactory progress from Years 1 to 6. Year 6 results since 2004 are on an upward trend. Nevertheless, pupils do less well in writing and mathematics and a significant reason for this is the fact that they do not use their skills often or well enough across the full range of subjects. Moreover, the marking of pupils' work is inconsistent because the guidance provided by the school's policy is not always fully followed. As a result, pupils are not provided with good enough feedback as to what they know and what they need to do to improve further. Pupils with learning difficulties and/or disabilities are well supported and make good progress. Those pupils from minority ethnic backgrounds, those learning English as an additional language and the gifted and talented make the satisfactory progress expected of them. The combination of good attitudes and satisfactory academic progress means that pupils are adequately prepared for their next steps in education.

The school has good traditions in the development of pupils' skills, knowledge and understanding in French, information and communication technology (ICT) and music. The quality of teaching and the breadth of curriculum in these areas are particularly effective. Parents and pupils are very pleased with the way the curriculum is enriched through a good range of activities, including visits and visitors.

Leadership and management are satisfactory. In broad terms, the school is aware of its strengths and weaknesses and there have been satisfactory improvements since the previous inspection. However, insufficient emphasis has been placed on developing robust monitoring and evaluation procedures. Consequently, standards and progress, teaching and the use of assessment are inconsistent across the school. Governance is satisfactory. Governors are highly supportive, but they are over-reliant on the information provided by the leadership. Financial management is prudent and funds have been made available for important projects.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start in the Reception class with expected levels of skills. Lessons and activities are effectively organised so that children make satisfactory progress in each area of learning. Children enter Year 1 with skills and abilities that are typical for their age. The committed and enthusiastic staff have recently ensured that lesson planning is securely based on current national guidelines. The satisfactory curriculum is broad and enriched by a range of enjoyable activities, including yoga and tending an allotment. A good improvement since the last inspection is the outdoor area for the sole use of Reception children. Moreover, staff now closely monitor children's achievements and are beginning to assemble these judgements into an overview of the performance of both groups and individuals.

### What the school should do to improve further

- Raise standards in writing and mathematics.
- Make better use of assessment and marking so that pupils have a clearer idea of how well they are doing and of what they need to do to improve further.
- Improve the quality of monitoring and evaluation in order to raise standards and achievement.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

By the end of Years 2 and 6, standards are broadly average and pupils make satisfactory progress. Standards are rising at the end of Year 6, particularly in writing, but the school recognises that standards in mathematics could be higher. Overall, results at the end of Year 6 are on an upward trend. National data show progress to be steady. Targets set are challenging and indicate a rise in standards and, satisfactory progress. In 2007, boys did significantly better than girls. The school is responding well by providing extra challenge through 'booster groups'. More able pupils reach the higher levels of attainment expected of them. Those pupils with learning difficulties and/or disabilities are supported effectively and are making good progress towards their individual targets. Pupils from the various other groups that have extra learning needs make steady progress.

## Personal development and well-being

### Grade: 2

Pupils are polite, helpful and excellently behaved. They develop good social skills and work and play well together. Pupils enjoy school, as reflected in their good levels of attendance. Their enthusiastic attitudes to school and work are important factors in their learning. Through a range of school activities, pupils learn successfully how to lead healthy lifestyles and keep safe. Older pupils talk readily about the need for healthy food, exercise, cleanliness and sleep. Pupils know how to avoid unnecessary risks, for example, the potential dangers of chat rooms on the Internet. They willingly take on responsibilities, such as playground monitors and in the work of the class and school councils. Moreover, pupils take part in a range of events in the wider community. Highly-thought-of musical performances to a variety of audiences are a particular strength. Pupils have developed a particularly strong knowledge and understanding

of the cultural aspects of music. They also have a satisfactory appreciation of religions and cultures different from their own. Achievement in the basic skills of English and mathematics is satisfactory and pupils are adequately prepared for their future learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Typically, teachers have good knowledge and understanding of the subjects they teach, lessons are managed well and teaching assistants make an effective contribution. Where teaching is strong, the learning objective is clear and teachers show practically how to do things. For example, in an ICT lesson, pupils were shown how to include sound into their written and pictorial presentations, and the pupils readily and capably put this into practice. The liveliness of French teaching enthuses pupils and helps them to make good progress in the subject. Nevertheless, on too many occasions, teachers do not have sufficiently challenging expectations and some pupils do not make consistent progress. This is because the effective use of assessment information to match work to pupils' needs and the quality of marking are patchy. Where marking is effective, it is obvious to the pupil what they have done well and what they need to do to progress further. Too often, clarity in this guidance is lacking. Pupils with learning difficulties and/or disabilities are supported well and they make good progress as a result.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum promotes personal development well. Plenty of activities enable pupils to be emotionally and physically healthy, resilient and aware of how to stay safe. Independence is forged by a good range of enjoyable, enriching and relevant activities, such as visits to places of educational interest and by visitors into school.

There is much anticipation about the residential trips. Academic development is fostered adequately. In English and mathematics, for example, pupils do not have enough opportunities to practise and reinforce writing and numeracy skills in other subjects. All pupils from Year 1 onwards learn French and Year 5 and 6 pupils have the opportunity to develop their oral skills during a visit to Paris that takes place every two years. Further opportunities to speak to a French national are provided by this year's appointment of a foreign language assistant. Provision for music, including enrichment activities, is outstanding. All Year 5 pupils are learning to play a musical instrument. There is a thriving choir, which regularly performs in and out of school and an orchestra is now emerging. ICT features strongly and pupils' skills are developing well as a result.

### **Care, guidance and support**

#### **Grade: 3**

This is a caring school where staff know the pupils well. This is due to the good monitoring of aspects such as attendance and behaviour. There are extensive and successful induction and transition arrangements for pupils entering and leaving the school. Systems to protect and safeguard children meet national guidelines. Child protection training for all staff has not been updated recently. Procedures for monitoring and tracking pupils' academic achievements are satisfactory, but the use of the information to improve teaching and learning is inconsistent across the school. Children with learning difficulties and/or disabilities are well supported and

make good progress. Outside agencies play an important role in supporting pupils catered for by the resourced provision.

## **Leadership and management**

### **Grade: 3**

The headteacher promotes pupils' personal development well, enriching the curriculum and supporting pupils with extra learning needs. He actively seeks the views of partners and successfully promotes a supportive and inclusive ethos in the school. He is well supported in these activities by key staff and there is also a growing realisation that more rigorous tracking of pupils' academic achievements is needed to raise standards. Work has started on the much needed improvement in the use and development of academic assessment. As a result, the school has a better view of the inconsistencies in pupils' progress. Initiatives have been introduced to overcome these and there is an upward trend in results. Nevertheless, there are further areas that require improvement, such as more rigorous and accurate monitoring of teaching and of pupils' academic performance. Although priorities in the school improvement plan are accurately identified, there is not enough focus on measurable and challenging targets for all year groups, in order to raise standards further. Consequently, it is more difficult for leaders and managers to monitor and evaluate pupils' progress effectively. Although the governing body receives appropriate information from a range of providers, it does not have rigorous procedures to evaluate the work of the school. Financial management is effective and has led, for example, to the school successfully providing support for pupils who have extra learning needs. Steadily improving academic standards and pupils' good personal development demonstrate that the school has satisfactory capacity to improve further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Tottington Primary School, Bury, BL8 3HR

The two Mr Martins and I had a very enjoyable couple of days in your school this week. We wish to thank you all for your warm welcome, happy smiles, courtesy and the help you gave us. Tottington is a satisfactory school and we would like to tell you what we think about it.

What we particularly liked about your school

- The way that Year 6 results in national tests are steadily improving.
- Your excellent behaviour, good attitudes to school and work, and the strong support you give to each other.
- The way that you and your parents appreciate the work the school does and the enjoyment you get from your time in school.
- The good teaching in French, music, and ICT.
- The good contribution made by pupils to the day-to-day running of the school and out in the community, particularly through music.
- The good range of activities that make learning more exciting for you, such as the visits you undertake, particularly when you stay away.
- The way that staff are trying hard to improve the school, particularly the checking of the progress you make.

We have asked your teachers and teaching assistants to join with you in improving your learning in writing and mathematics. Part of this will be the better way that staff use marking and the results of your work to give you good guidance on how well you are doing and what you need to do next. You can be a great help by always doing your best work and by continuing to show great attitudes to your work and school. Finally, we have suggested that staff should improve the way they check on how well the school is doing. The school council may be able to play a part in this work.

The inspection team wishes you well and good luck for the future.