

Tonge Moor Primary School

Inspection report

Unique Reference Number	105164
Local Authority	Bolton
Inspection number	336438
Inspection dates	3–4 February 2010
Reporting inspector	Pat Kime 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	300
Appropriate authority	The governing body
Chair	Mr D Scowcroft
Headteacher	Mrs Lesley Read
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 17 lessons, observing more than six hours of learning. They held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at a range of documentation, including records of pupils' progress, curricular plans and the school's improvement plan. Inspectors took account of responses to the inspection questionnaires that were received from 79 parents or carers, 82 pupils, and 16 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress in writing and mathematics
- the quality and effectiveness of teaching; whether it has improved since the previous inspection
- the school's capacity for improvement.

Information about the school

This larger-than-average primary school serves an urban community on the east side of Bolton. Most of the pupils are of White British heritage and there are small numbers from several other ethnic groups. Around six per cent of pupils speak English as an additional language, but very few are at the early stages of learning English. The proportion of pupils receiving free school meals has increased since the previous inspection and is now slightly over three times the national average. The number of pupils with special educational needs and/or disabilities is above average for this size of school. A small number of pupils are from families seeking asylum in Britain. Close to four per cent of the pupils are children in the care of the local authority.

The school holds several awards, including International School Award, International Baccalaureate World School, and Healthy School's status.

The Early Years Foundation Stage provision consists of the Nursery and a Reception class. The childcare provided before and after school was inspected separately and will have its own report.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' academic progress and the standards they attain in writing and mathematics.

Tonge Moor Primary is a harmonious, ordered community where pupils enjoy school life and make very good progress in their personal development. The school takes good care of its pupils and provides an encouraging environment. Staff are committed to doing the best for the pupils and to broadening their horizons through a wide range of activities.

There have been some improvements since the previous inspection, notably in the Early Years Foundation Stage and in pupils' attainment in reading. The headteacher and senior staff have an accurate picture of the school's strengths and weaknesses and they have recognised the need for change in order for pupils to begin to catch up with the average levels of attainment seen nationally. Some more recent improvements are beginning to have an impact. For example, pupils' rate of progress, though not yet adequate, has picked up this school year and changes in the teaching of mathematics are beginning to pay off. This evidence of improvement is the main reason why the inspectors judge that the school has the capacity to improve further.

The Early Years Foundation Stage has improved greatly and now offers high quality education and care. Children make really good progress from a low starting point when they join the Nursery. Consequently, by the end of Reception last year, their attainment was broadly in line with the national average.

The standards pupils attain by the time they leave Year 6 are not high enough and too many pupils are not achieving what they should in Key Stages 1 and 2. Attainment in mathematics and writing is particularly weak. In mathematics, last year's leavers were, overall, a year behind the national average. Pupils have gaps in their knowledge of basic number facts such as multiplication.

Teaching is of a satisfactory quality overall. There are pockets of good teaching but not as much as in most primary schools. Teaching is not strong enough to enable pupils to overcome the difficulties many of them face and reach the standards expected for their age. The school provides a satisfactory curriculum which has strengths, for instance, in the provision for pupils' personal development and enrichment activities beyond lessons. The school works well, in good partnership with other agencies, to support its pupils and

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their families.

What does the school need to do to improve further?

- Improve pupils' rate of progress and their attainment in writing and mathematics, in particular by strengthening teaching in order to:
 - increase the proportion of pupils who make at least the expected rate of progress
 - increase the proportion of pupils who meet or exceed the level expected for their age, by the time they leave the school
 - strengthen pupils' knowledge of basic number facts.
- Improve the quality of teaching, ensuring that:
 - much more teaching is of a good or better quality
 - the pace of lessons is brisker and expectations of what pupils can do are higher, so that all pupils make gains in their learning in every lesson
 - the more-able pupils tackle sufficiently challenging work
 - marking helps pupils to improve their work.

Outcomes for individuals and groups of pupils

4

When children start in the Nursery, they can usually do less than most children of their age. Their personal, social and emotional development and early language skills are often particularly weak. Children are now making very good progress in the Early Years Foundation Stage, but the pupils currently in Year 2 to Year 6 did not and that meant their starting point in Year 1 was low.

Pupils want to achieve and they apply themselves well to the work they are set in lessons. For instance, in a well-taught mathematics lesson in Year 4, the pupils were very keen to answer the teacher's questions about fractions. In a phonics session in Year 1, pupils enjoyed using actions to help them remember the sounds various letters make. They tried very hard, and with a good degree of success, to use sounds to spell words correctly.

Attainment, however, is not high enough. Over recent years, test results have fluctuated, but were always considerably lower than the national average. In 2009, pupils' results were significantly below average in Key Stages 1 and 2. In Key Stage 1, standards slipped most markedly in writing. Over time, the trend in attainment at the end of Key Stage 2 is slightly upward in English, reflecting the improvement in reading; upward in science; but downward in mathematics.

The work seen and the school's own records of pupils' progress show that too many pupils do not progress at the rate they should. For example, around a quarter of the current Year 6 pupils have not made the expected progress during Key Stage 2. Pupils' rate of progress varies between classes. It is good in Year 2 but in other classes is seldom better than satisfactory and is too often inadequate. The progress made by

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pupils with special educational needs and/or disabilities, relative to their starting points, is better. This is because they benefit from a good range of generally effective additional support.

Pupils come on very well in their personal development. They are well-behaved, particularly so in lessons. Very few pupils misbehave. Pupils develop good social skills, an awareness of moral issues, and a good understanding of how to keep healthy and safe. Questionnaire returns show that the very large majority of pupils feel safe in school and recognise that the school helps them to keep healthy. Participation in sport is good and there is a high take up of school meals. Attendance is broadly in line with the national average and higher than in the majority of similar schools. This is the result of the school's constant emphasis on promoting good attendance with pupils and their parents and carers. The personal attributes that pupils acquire and the habit of regular, punctual attendance are assets for their futures. However, their preparedness for secondary education is hindered by their low attainment.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
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	2
The extent to which pupils adopt healthy lifestyles	2
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	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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

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Teaching has improved since the last inspection. Several newly qualified teachers were appointed a year ago. They have brought fresh ideas and are among the school's more effective teachers. In the lessons seen there was a mixture of satisfactory and good teaching. However, taken overall, the teaching in Key Stages 1 and 2 is not of a high enough quality to meet the pupils' learning needs. Many pupils need to go over new learning several times before they understand it fully and they have gaps in their knowledge, especially in mathematics. Teachers are beginning to provide more opportunities for pupils to consolidate new learning. For instance, they have introduced fun ways for pupils to practise multiplication tables.

The most effective teaching was characterised by:

- good assessment of pupils' learning, lesson by lesson, which was used well for planning future work
- a good variety of interesting activities within each lesson which kept pupils actively involved with learning
- well-established classroom routines and very skilful management of pupils' behaviour so that no time was lost
- a firm focus on ensuring that all pupils were learning.

Teaching that was no better than satisfactory was marred by one or more of the following factors:

- expectations of what pupils could do were not set high enough, particularly for the more-able pupils, so the work was not sufficiently challenging
- lessons moved along at too leisurely a pace
- work was not matched closely enough to pupils' different levels of attainment and learning needs.

Marking and the use of targets for individual pupils are inconsistent and do not always do enough to harness pupils' desire to achieve by involving them in the process of learning. Most marking tells pupils how successful they have been and provides pointers for improvement, but some merely gives praise and encouraging comments. In some classes, pupils have a clear indication of progress towards their individual targets. More often, however, even when such targets are provided, progress is not noted.

The school's curriculum follows the International Baccalaureate Primary Years Programme (PYP). It provides well for developing personal and social skills and emphasises the development of skills for learning, such as inquiry and reflection. The requirements of the National Curriculum are covered, with work in several subjects linked through thematic studies, such as 'Happy and sad histories'. These provide relevant opportunities for pupils to apply their basic skills of literacy, numeracy and information and communication technology. The curriculum is enriched with a good range of visits, visitors, and clubs, particularly for music and sports. Nonetheless, curricular provision does not enable pupils to progress as well as they should.

Pastoral care is a strength. Staff know the pupils well as individuals and are sensitive to their circumstances. They go to great lengths to support pupils and their families, particularly those pupils in local authority care, those who have emotional and/or behavioural problems, and others who face significant difficulties in their lives. The

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pastoral leader coordinates this aspect of the school's work well but close links are not always made between pastoral support and academic achievement. Pupils' responses to the inspection questionnaire confirm that virtually all of them know that the adults in school care about them and are interested in their views.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team has been expanded and strengthened since the last inspection with the result that more key staff are involved in decision making and in monitoring the school's performance. Staff at all levels share the headteacher's commitment to the pupils and desire to provide the best for them. They participate in a good amount of additional training. The recent improvements in reading and science show how well the pupils can achieve when the school has a concerted drive to raise standards in an area of the curriculum. The current focus is mathematics and the subject leader has a clear grasp of what needs to be done to raise achievement and a sound plan to tackle areas of weakness. In other subjects, recently-qualified teachers are now beginning to contribute to development work.

Senior staff have an accurate view of the school's strengths and weaknesses. They keep a close track of pupils' progress and have begun to set annual targets for each pupil. This approach has not yet resulted in sufficient improvement in achievement but, crucially, there is recognition of the need for change and the capacity to achieve it. The school has a plan for improving its provision and the outcomes for pupils but it is wide-ranging and lacks a sharp focus on the areas most in need of improvement.

Governance is satisfactory. The governing body organises its work efficiently. Governors' regular visits give them good first-hand knowledge of the school's life and work. They know the school's strengths and areas in need of development and they contribute to planning for improvement.

The school promotes community cohesion well. It is itself a harmonious community and pupils contribute to many activities in the local area. The school's involvement with the International Baccalaureate PYP adds a rich global dimension to the curriculum, for example through links with schools in China and Hong Kong. Links have also been established more recently with a more ethnically mixed school locally.

The school's arrangements for safeguarding follow recommended good practice and are particularly strong in relation to child protection matters. Good pastoral care and good

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support for pupils with special educational needs and/or disabilities ensure that all groups of pupils have equal opportunities. For instance, some clubs are limited to 'invited' pupils who would particularly benefit from them and there is a before-school homework club which also serves breakfast.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	4

Early Years Foundation Stage

Children get off to a flying start and greatly enjoy learning in the Nursery and the Reception class. They make very good progress in personal, social and emotional development and in laying the foundations for literacy and numeracy. Staff emphasise communication skills, such as clear speech, and work closely with other professionals to develop these. Children are helped to settle into school quickly and they make good relationships with each other and the adults. They are interested in the good range of activities on offer, all of which are carefully planned to promote learning. Teaching is good. Staff are skilled at teaching basic skills through interesting play settings that appeal to the children. A good range of learning takes place out-of-doors, but this is not always freely available to children in the Nursery. The standards attained in this key stage have risen greatly. For the children who completed the Reception Year last summer attainment was broadly in line with the national average.

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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:	
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 table below shows that parents and carers think well of the school and are happy with what it provides for their children. Some are not happy with the way the school deals with any unacceptable behaviour. The inspectors found that behaviour is generally good and incidents of poor behaviour are dealt with effectively. They found a number of good features in the school's provision but they judge that pupils should be making better progress in their learning.

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 79 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	53	36	46	0	0	0	0
The school keeps my child safe	54	68	23	29	0	0	2	3
The school informs me about my child's progress	39	49	40	51	0	0	0	0
My child is making enough progress at this school	42	53	35	44	1	1	0	0
The teaching is good at this school	43	54	35	44	0	0	0	0
The school helps me to support my child's learning	35	44	39	49	1	1	1	1
The school helps my child to have a healthy lifestyle	39	49	35	44	2	3	1	1
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)	28	35	42	53	1	1	0	0
The school meets my child's particular needs	39	49	36	46	0	0	1	1
The school deals effectively with unacceptable behaviour	28	35	36	46	7	9	3	4
The school takes account of my suggestions and concerns	30	38	40	51	0	0	5	6
The school is led and managed effectively	32	41	41	52	3	4	3	4
Overall, I am happy with my child's experience at this school	44	56	33	42	1	1	1	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



5 February 2010

Dear Pupils

Inspection of Tonge Moor Primary School, Bolton, BL2 2LR

Thank you for welcoming the inspection team to your school recently. You may remember us coming to check how well you are all learning. We learned a lot from watching your lessons, talking to you about your work and life at school, reading the questionnaires completed by the older pupils and looking at your work. This letter is to tell you the main things we found out about your school.

The adults take good care of you. Your well-being is really important to them. They help you to grow up well and they give you lots of interesting activities, with visits out and clubs. We were pleased to see that you behave well in lessons and get along together well. You know a lot about how to keep healthy and safe. We saw that you want to do well and you try hard at your work.

We know that Mrs Read, the staff and the governors all want to make your school better and help you do as well as you possibly can and we are sure they can do it. It is good that some things have already improved. For instance, children now get a much better start in Nursery and Reception and you are all much better readers. That said, by Year 6 pupils at Tonge Moor do not reach as high standards as most pupils in England. We think you can narrow that gap. So we have given the school a 'notice to improve' and these are the things the inspectors and Mrs Read agreed are the most important to tackle.

- Make sure that the teaching is at least good in all your lessons. At the moment some teaching is satisfactory, rather than good, and that is not enough to help you catch up.
- Improve your rate of progress in writing and mathematics so that more of you reach the standards expected for your age by the end of Year 6.

I am sure that you will have some good ideas about how to improve your school. I hope you will contribute them through the school council. All the inspectors wish you the very best for the future at Tonge Moor.

Yours sincerely

Pat Kime

Her Majesty's Inspector

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