

Tottington Primary School

Inspection report

Unique Reference Number	105304
Local Authority	Bury
Inspection number	355750
Inspection dates	16–17 September 2010
Reporting inspector	Barbara Flitcroft

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	272
Appropriate authority	The governing body
Chair	Mr Peter Dickinson
Headteacher	Mr Michael Pinder
Date of previous school inspection	30 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and saw 12 teachers. They held discussions with pupils, staff and governors. They observed the school's work and looked at policies, internal and external monitoring evidence, the school's tracking data and teachers' planning and safeguarding documentation and analysed 91 questionnaires returned from parents and carers.

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

- How well pupils achieve in relation to their starting points, particularly in the core subjects of English and mathematics.
- Whether the quality of pupils' spiritual, moral, social and cultural development prepares pupils well for their life in society
- Whether the quality of teaching and assessment has improved since the last inspection.

Information about the school

Tottington is a larger than average primary school. Almost all of the pupils come from White British families. The number of pupils with special educational needs and/or disabilities is below average. However, the number of pupils with a statement of special educational needs is double the national average. The school is designated as resourced provision for the physically disabled. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage consists of a Reception Year and a 20-place Nursery, for two- to five-year olds. The school has gained a number of awards, including national Healthy Schools status, the intermediate International School Award, Artsmark Gold and Investors in People status. The school has before- and after-school childcare clubs which are managed by the governors and are subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Tottington provides a satisfactory education for its pupils. It is particularly good at linking with other schools and people in the community, especially many external agencies who support pupils with specific needs and a significant number of pupils benefit from these good links. The school provides a wealth of activities beyond the curriculum; for example, during the inspection pupils were learning three languages for a special presentation on European languages. Pupils enjoy coming to school because of the exciting range of extra activities on offer. The curriculum provides pupils with a good awareness of how to keep themselves safe and know the benefits of a healthy lifestyle; it also gives them a rich experience of the creative arts. However, the quality of teaching and assessment, although satisfactory, is not yet moving pupils on at a good rate particularly in writing in English, , and in mathematics. By the time pupils leave in Year 6, standards are average. This represents satisfactory learning and progress.

Pupils' behaviour is good and parents and carers appreciate the good care and guidance their children receive. Pupils in the resourced provision are fully included in school life, for example they are represented on the school council.

The school has made very good improvements to the manner in which it tracks pupils' performance and teachers are starting to use the information to identify how to accelerate pupils' progress. This has not yet had a full impact on standards, but pupils' progress is beginning to accelerate and staff focus well on raising standards, indicating that the school has a satisfactory capacity to improve. From Nursery and the Reception Year to Year 6 learning is satisfactory and sometimes good but slows down when activities do not consistently match abilities. While teaching is sometimes exciting and moves at a good pace, in some lessons pupils sit passively for too long instead of being actively engaged in learning. The quality of targets and advice given to pupils on how to improve their work is not consistent throughout the school; for some pupils targets are not ambitious enough.

The headteacher and deputy headteacher have a clear idea of how well the school is doing and in general priorities are appropriately identified and action brings about improvements. However, not all leaders are included in monitoring teaching and learning to ensure shared knowledge of self-evaluation.

What does the school need to do to improve further?

- Improve the quality of teaching and learning and raise pupils' attainment, particularly in English and mathematics by:

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- increasing the pace of teaching to ensure that pupils achieve as much as possible in the time available
- employing a variety of approaches in lessons to inspire and motivate pupils and to extend their enthusiasm for learning
- promoting active and critical listening among pupils by asking and answering questions and building on each other's ideas
- involving all leaders in a more rigorous monitoring of teaching and learning to ensure that the quality of this is good or better throughout the school.
- Improve the use of assessment to raise attainment and accelerate progress towards ambitious targets by:
 - involving pupils in evaluating their learning and striving to improve it
 - analysing weaknesses in writing and addressing these consistently through marking and teaching
 - making more precise use of assessment information to match activities to pupils' different capabilities in the planning of lessons
 - ensuring that leaders at all levels are involved in tackling underachievement and planning action for improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils usually work hard in lessons and enjoy learning. They enjoy their learning more and make better progress during lessons when they are given activities that are matched to their needs. For example, in a Year 6 mathematics set where pupils were learning how to calculate decimal fractions in word problems, activities were carefully planned for all abilities to progress at a good pace and a teaching assistant was effectively directed to individuals needing support, contributing well to the pace of learning. As a result, pupils worked conscientiously and learning and progress were good. Most pupils with special educational needs and/or disabilities learn at a good pace as a result of caring support.

Most children enter Nursery and Reception with skills that are typical for their ages. The school's data and inspection evidence show that standards are broadly average for pupils who are currently in Years 2 and 6. At times, attainment is lower than expected for pupils' ages because of the range of needs in a particular year group. This was the case for the Year 6 group in 2010.

Older pupils speak impressively of what they have learned about the importance of eating healthily and the need to take regular exercise. In particular, they show a good awareness of what happens if one eats too much fat or sugar. Pupils are absolutely confident that they are safe in school, and those who look after them at home agree.

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Their knowledge of any potential dangers they may come across is good. Pupils talk confidently and articulately about topics such as water safety, the dangers of electricity and internet safety. Pupils' spiritual, moral, social and cultural development is good. They treat each other, and the adults who help them, with respect and behave well. Overall, pupils contribute well to school life and to the local community. Pupils spoke very proudly of the money they recently raised for charity. Attendance is above average and punctuality is good. Pupils really like coming to this school and enjoy activities provided by the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the best lessons teachers have good expectations of what pupils can achieve, the pace is lively and visual resources are used to good effect; questioning is effective and develops pupils' skills and knowledge well. However, in some lessons the pace is slow and activities do not inspire or excite pupils. In these lessons pupils are not given enough opportunities to ask questions or contribute their ideas. Sometimes good opportunities are provided for pupils to talk in pairs and this successfully promotes

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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speaking and listening. Information and communication technology is generally used well to engage interest. Teachers are starting to make more use of assessment information to adjust lesson planning, but this is not yet fully developed. As a result, work is not always tightly matched to the needs of individual pupils. In the best practice, marking is helpful and provides constructive comments to help pupils improve, but this is not so in all classes. Teachers do not pick up sufficiently on errors and difficulties pupils have in their writing. Intervention programmes to boost pupils' progress in literacy and numeracy have been successful and progress is evident in most cases with attainment rising more rapidly for those pupils involved.

The curriculum enables pupils to make satisfactory progress overall. While the school makes much effort to deliver a broad curriculum, insufficient attention is given to improving the teaching and learning in English and mathematics. The curriculum is enriched well by interesting visitors who are invited into school to talk to and work with pupils. Many classes benefit from specialist music tuition with instruments provided. Visitors such as the school nurse support the personal, social and health education programme well. Visits out, including residential visits in this country and France, support many areas of the curriculum and promote the development of personal and social skills well when pupils learn to live alongside each other for a few days. In addition, pupils have a wealth of opportunities to take part in a wide range of out-of-school clubs. Pupils with physical disabilities are fully immersed in the life of the school and have full access to all areas of the curriculum and extra-curricular activities. Pupils are well cared for and looked after. Strong relationships are evident as is a good level of behaviour management. Pupils with specific needs are especially well catered for because there are good links with external agencies to support them. The school provides discrete well-resourced areas to ensure that pupils with disabilities receive good quality care and support. Strong links with the local secondary school enable pupils to get to know their new school before they leave their primary school.

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?

Leaders and managers are accurate in their evaluation of the school and are focusing effectively on improvements to raise attainment. New systems that track pupils' progress accurately have been introduced alongside meetings about pupils' progress where staff are held to account for the pace of progress made by pupils. Staff's morale is high, staff

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speak with enthusiasm about the improvements over the last three years and all are committed to ensuring that the school provides the best it can for all pupils. The monitoring of teaching and learning and the system for tracking pupils' progress are aiding improvements but need more time to have a full impact. A few members of the governing body, including the Chair, challenge and support the headteacher well and ensure that statutory requirements are met. However, there has been much support but too little challenge from the majority. Leaders communicate ambition and drive improvement satisfactorily. Effective safeguarding procedures are in place.

The school promotes equality of opportunity and tackles discrimination well. Action is taken through interventions and booster support to narrow any identified gaps in the performance of different groups of pupils. Community cohesion is promoted satisfactorily and inspectors noted that the school is a harmonious community where pupils from different backgrounds get along well with each other. Safeguarding procedures are satisfactory and risk assessments for all trips and activities carefully consider pupils' safety. Partnerships with other local schools are strong, and staff and pupils benefit from this. Themed weeks and days are shared to enable pupils to work with others from different backgrounds in their local community. Staff expertise is also shared, especially in the field of modern foreign languages. The school communicates well with parents and carers through newsletters and the website. Staff are always on hand to see parents and carers.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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Children enter the Nursery and the Reception Year with a range of skills and abilities which are generally typical for their age. The progress they make in their learning and development is satisfactory. Children settle well into the Nursery and the Reception class. They are cared for well, are happy and enjoy the activities on offer. Relationships with parents and carers are good. The planned curriculum covers all required areas of learning and provides children with an appropriate balance of adult-led and child-initiated activity. Children's achievement and their progress are satisfactory; writing skills development is the slowest area of progress, while in 2010 children made good progress with linking sounds and letters and with calculation. Outdoor provision has improved since the last inspection in both the Nursery and Reception, but the resources available do not fully enhance all areas of learning e . More detailed planning is also required to ensure that individual needs are fully met.

Teaching overall is satisfactory. Issues from the inspection of the Nursery have been successfully resolved. The provision complies with the requirements for registration. The leadership and staffing of the Early Years Foundation Stage have gone through some changes but are now settled and ready to take this stage forward. However, there is not enough regular contact between the Nursery and the Reception class to ensure the best planning for this stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Inspectors received questionnaire responses from approximately one third of parents and carers. An analysis of responses indicates that most parents and carers are happy with their children's experience at school. All indicated that their children enjoy school and feel the school keeps their children safe. They spoke of a 'very supportive and passionate environment'. While most parents and carers indicate a positive view, a minority expressed concerns about their children's progress and the way the school deals with unacceptable behaviour. Inspectors have asked the school to accelerate progress. During the inspection inspectors saw that school deals very well with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tottington 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	76	22	24	0	0	0	0
The school keeps my child safe	64	70	27	30	0	0	0	0
The school informs me about my child's progress	41	45	41	45	9	10	0	0
My child is making enough progress at this school	48	53	33	36	5	5	0	0
The teaching is good at this school	51	56	39	43	0	0	0	0
The school helps me to support my child's learning	46	51	37	41	7	8	0	0
The school helps my child to have a healthy lifestyle	49	54	40	44	2	2	0	0
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)	50	55	39	43	0	0	0	0
The school meets my child's particular needs	48	53	42	46	0	0	0	0
The school deals effectively with unacceptable behaviour	39	43	41	45	5	5	0	0
The school takes account of my suggestions and concerns	45	49	38	42	3	3	0	0
The school is led and managed effectively	46	51	38	42	1	1	0	0
Overall, I am happy with my child's experience at this school	55	60	34	37	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



20 September 2010

Dear Pupils

Inspection of Tottington Primary School, Bury, BL8 3HR

Thank you for making the inspectors so welcome when we came to visit your school. We especially enjoyed talking to you and seeing how well you were doing. We were impressed to see how much you have learnt about the need to eat healthily, take regular exercise and keep yourselves safe. Your school provides you with a satisfactory education. That means that some things are good and some things need to be improved further to make them good.

These are the main things we found out about your school.

Children in the Reception class get off to a satisfactory start. We know you enjoy the visits and the many visitors who come into school to make learning more fun. We were excited to be involved in a radio interview and we were charmed by the beautiful singing of the enthusiastic choir. Teaching is mainly satisfactory and in some lessons it is good or better. You reach standards that are similar to those reached by most pupils by the time you leave in Year 6. We think your behaviour is good and you get along well with each other.

We have asked the school to do a few things to improve the education you receive so that you make faster progress with your work.

We have asked your teachers to make sure they give you work that is not too easy or too hard so that you all learn well whichever year group you are in. We have also asked them to make sure that they tell you how you can improve your work in their marking. We have asked that staff are more involved in checking the quality of teaching and learning so that they all feel part of school's important task of raising standards.

Keep smiling, singing beautifully and working hard.

Yours sincerely

Barbara Flitcroft

Lead inspector

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