



# Manchester Academy

## Inspection report

---

<b>Unique Reference Number</b>	134224
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	331639
<b>Inspection dates</b>	30–31 March 2009
<b>Reporting inspector</b>	Mark Wilson

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

---

<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	863
Sixth form	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Chamberlain
<b>Principal</b>	Mrs Kathy August
<b>Date of previous school inspection</b>	30 November 2005
<b>Academy address</b>	Moss Lane East Moss Side Manchester M14 4PX
<b>Telephone number</b>	0161 2321639
<b>Fax number</b>	0161 2321640

---

<b>Age group</b>	11–16
<b>Inspection dates</b>	30–31 March 2009
<b>Inspection number</b>	331639

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the academy. Under the Education Act 2005, the academy must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by four additional inspectors.

### Description of the school

Manchester Academy is sponsored through the United Learning Trust and holds dual specialist status in business and enterprise as well as creative arts. It has a wide, ethnically diverse population of students, the largest proportion being of Somali heritage. The number of students is slightly smaller than average. Many come from very challenging social and economic backgrounds. A significantly higher than usual proportion of students is boys. Many students join the academy after Year 7 and a considerable number are from overseas with little or no prior experience of formal education. More than half speak English as an additional language and a similar proportion is entitled to a free school meal. The number of students with learning difficulties and/or disabilities is well above average. The academy has a sixth form, which focuses predominantly upon meeting the needs of students with no obvious alternative place to continue their learning. Many of the sixth-form students are new to the country, speak English as an additional language and are in local authority care. The academy has won several national awards, including Artsmark Bronze and is deemed an International School.

### Key for inspection grades

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

## Overall effectiveness of the academy

### Grade: 1

Manchester Academy provides students with an outstanding education. This is because the outstanding leadership of the academy knows precisely what needs to be done to ensure students get the best possible start in life. The staff work incredibly hard to meet the very diverse needs of the students. This is rewarded in the exceptional improvements students make by the end of Year 11.

Overall, students join the academy with exceptionally low academic standards, often not having developed the learning skills expected for their age and with little or no spoken English. Nonetheless, very swiftly, the academy provides students with a highly personalised learning journey, through its outstanding care, guidance and support that very much supplements the overall good quality of teaching and learning that students receive. Consequently, by the end of Year 11, students show outstanding academic achievement, reaching standards that are broadly average to below average. Some of the teaching students receive is outstanding. However, there has not yet been sufficient sharing of this exemplary practice amongst teachers to provide students with more lessons that are outstanding.

Overall, students' personal development is good. The exceptional needs and extreme circumstances faced by some students in their lives outside of education mean the academy has to provide an exceptional level of pastoral care. The level of care is far more than would be needed ordinarily, to secure the good personal development. Students feel safe and especially well cared for. Bullying and racist incidents are rare and, if they do occur, they are tackled quickly and effectively. Arrangements for safeguarding students meet current government requirements. Students' good attitudes in lessons and their improving, now broadly average, attendance very much exemplifies the good level of enjoyment students have at the academy. One student summed up the views of others by saying, 'I'm really lucky to be at the academy, I love it here, I feel really safe, it's wonderful.' Students make excellent progress in developing the basic skills they need, especially in literacy.

Students also benefit from an outstanding curriculum, very much tailored to their individual needs and learning styles. The academy's areas of specialism, especially the business and enterprise strand, have helped develop significant opportunities for students to progress. An 'enterprise for employability' theme permeates the curriculum. Through its exceptionally strong partnerships with other organisations and businesses, students are prepared exceptionally well for further study and work beyond school.

The leadership and management overall, including the local governance, is outstanding. The principal and the senior leadership team set very high standards and demonstrate these as very effective role models. The impact of the work of the middle leaders has improved since the last inspection. These leaders are now very focused upon the key challenges the academy faces; they understand and rise admirably to the high level of accountability expected of them. The leadership know precisely what needs to be done and get on with it very effectively. Consequently, there has been sustained improved in the outcomes for students since the last inspection. This demonstrates how the academy provides outstanding value for money and gives it outstanding capacity for further improvement.

## Effectiveness of the sixth form

### Grade: 2

The academy has risen well to the challenge of providing for the needs of the unusually diverse group of students in the sixth form. An excellent curriculum has evolved to provide a very flexible set of courses within four pathways. Students are able to change pathways when appropriate, or, because of the excellent partnership arrangements, to take courses elsewhere. The strong emphasis on literacy and life skills means that students gain in confidence quickly and contribute more to their lessons.

Teaching overall is good, but there are some inconsistencies. Careful monitoring by leaders has highlighted the inconsistencies and training has been undertaken. However, teachers' skills in helping students to learn and think by talking ideas through are still variable. Excellent systems to support, guide and care for students are firmly established. Help with practical issues like opening bank accounts or registering with doctors goes alongside regular reviews of students' academic progress. As a result, students settle quickly and all achieve well, although the standards they reach are low.

Students' personal development is good; they show positive attitudes to learning and genuinely appreciate what is on offer. They talk of feeling part of a family and of the way the head of sixth form always has time for them. Their enjoyment is seen in the notable increase in those staying on at the sixth form for a second year and then planning to pursue further studies. As one student put it, 'This academy accepted me despite my low grades, when schools wouldn't. I am doing well now.'

The leadership of the sixth form is good. It has, for example, managed a growth in student numbers and expanded the curriculum significantly. Given these recent improvements, there is a good capacity for further improvement.

### What the academy should do to improve further

- Share with teachers the components of the exemplary teaching seen in the academy to increase the proportion of outstanding lessons.

## Achievement and standards

### Grade: 1

Overall, students start at the academy with exceptionally low standards. No matter what their background, all groups of students make outstanding progress as they move through the years. This is because of the good teaching they receive, an outstanding curriculum that meets their needs fully and exemplary support for their academic progress. Although standards at the end of Year 11 in 2008 were below average overall, students' achievement in their GCSEs was outstanding. Their results were very much better than might have been predicted given their starting points. The proportion of students gaining five or more grades A\* to C was in line with the national average, as were, for example, standards in the specialist subject of art and design. Over the last few years, there has been a significant improvement in the examination results at the end of Year 11. The academy's current data indicates this trend of improvement is continuing. However, students make much better progress in Key Stage 4 than in Key Stage 3. This is because teachers have to work harder with younger students to overcome weaknesses in their learning skills and the inability of a minority to concentrate long enough in lessons. Consequently, it takes time for the full impact of the academy's actions to be felt. Students

with learning difficulties and/or disabilities and those who speak English as an additional language, progress as well as other students because they are supported extremely well. Students arrive in the sixth form generally with very limited skills in speaking English. They achieve well though their standards remain very low in relation to national standards for sixth forms.

## **Personal development and well-being**

### **Grade: 2**

Students' personal development is good and the academy works very hard at this. Students show a strong sense of right and wrong in how they respect each other and staff. They show good spiritual, moral and social development. They also enjoy the good opportunities to learn about other cultures through literature, art and music. Students' limited language skills restrict the effectiveness of some of their responses and discussion skills. Students' good knowledge of the implications of diet, allied to their enthusiasm for the many sporting opportunities, from dance to cricket, gives them a good start in leading healthy lives. Behaviour is good, with notable levels of tolerance and good humour between different groups. The number of exclusions has declined. However, immaturity shows itself occasionally and can become disruptive if teachers do not nip it in the bud. An exceptional strength is the contribution students make to the community. Within the academy, this contribution includes organising charity events and influencing decisions, such as improved canteen facilities or interviewing prospective new staff. Students show their wider commitment to the community through extensive work with local primary schools and sitting as advisory members on an NHS Trust forum.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall good quality of teaching and learning contributes well to the students' enjoyment and achievement. The best lessons are characterised by strong planning, based on very effective assessment procedures, in order that students are very well challenged and their needs very well catered for. In these lessons, very good questioning helps students to think deeply and secures mature and well-considered responses. Similarly, relationships between teachers and students are strong. The teachers' subject knowledge is very secure. Their teaching is energetic and they assess students' learning regularly against the lesson objectives.

Excellent use of technical language and approaches to develop students' literacy skills are also some of the features of these strong lessons. In these lessons, the pace of learning is accelerated, because the teaching is stimulating, allowing for both group work and for students to learn independently. However, opportunities have not yet been taken fully to share the features of this exemplary teaching with other teachers in the academy, so that students can benefit from more lessons that are outstanding. Consequently, in the less successful lessons the pace of learning is slower because some of these features are missing.

### **Curriculum and other activities**

#### **Grade: 1**

Overall the curriculum matches the students' wide ability range and learning styles very well. Courses are selected carefully to help the students achieve their full potential and aspirations. The curriculum at Key Stage 3 is being re-shaped and now, for example, gives students in Year 8 the opportunity to study for qualifications that ordinarily would be started in Year 10. The

outstanding learning pathways available also help all students engage very well. This is especially so for those who arrive at the academy from overseas and who speak English as an additional language. These students are provided with language lessons to enable them to access the curriculum fully and are offered an outstanding balance of other courses to match their interests, aspirations and abilities. Enrichment opportunities are also outstanding and provide additional support to lessons. They include literacy workshops and handwriting support, plus a range of sporting activities where participation rates are high. The specialist areas of creative arts and business and enterprise make a significant impact in improving outcomes for the students. This is clearly seen, for example, in the benefit students derive from working with a local football club in their study for a Business and Technology Education Council qualification in physical education.

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

#### **Grade: 1**

Students often arrive in the academy unaccustomed to life in Britain and at an early stage of learning to speak English. Many also have weak learning skills. The academy is relentless in the support and care provided for all students, whatever their particular needs. A network of very strong support arrangements ensures that students' behaviour and attendance are monitored closely and the academy takes extremely effective action to remedy any identified weaknesses. As a result, attendance has improved steadily and the number of incidents of unacceptable behaviour has diminished. The presence of the academy's police officer helps students to feel secure and encourages more responsible behaviour both within the academy and in the local community. The academy tracks the progress of students very carefully. Curriculum and pastoral leaders use the resulting data to identify where students are not doing as well as they should and then take appropriate 'top up' actions, such as extending the school day for Year 11, to get students back 'on track'. These actions make a vital contribution to ensuring students make outstanding progress by the time they reach the end of their courses.

### **Leadership and management**

#### **Grade: 1**

As a result of the principal's outstanding leadership and her leaders' very high expectations, the academy brings about an exceptional improvement in the outcomes for students, living up to its motto of bringing out 'The Best in Everyone.'

A very rigorous process of self-evaluation, undertaken by the leadership at all levels, ensures that any areas for improvement are identified swiftly and the necessary remedial action is taken. This has resulted in, for example, a much strengthened and more accountable middle leadership, as well as the outstanding progress of students.

The local governing body discharges its duties exceptionally well, providing a wealth of experience and well focused support along with a strong degree of challenge to ensure continued improvement.

Very challenging targets are used to drive up standards and this has resulted in sustained improvement. Given its very diverse student population, the leadership is very successful in promoting community cohesion and in ensuring that an outstanding equality of opportunity is promoted. Leadership in the sixth form is good. This results in students achieving well and ensures their good personal development.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

**Overall effectiveness**

<b>How effective,efficient and inclusive is the provision of education,integrated care and any extended services in meeting the needs of learners?</b>	1	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	1	2

**Achievement and standards**

<b>How well do learners achieve?</b>	1	2
The standards <sup>1</sup> reached by learners	3	4
How well learners make progress, taking account of any significant variations between groups of learners	1	2
How well learners with learning difficulties and/or disabilities make progress	1	

<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.

Inspection Report: Manchester Academy, 30–31 March 2009

10 of 11

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2	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	
The extent to which learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	1	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	2
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

---

## Annex B

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

Thank you for making the inspection team feel so welcome at your academy and especially to those students who spoke with us in lessons and in meetings.

You told us that you are really proud to belong to the academy and I can see why you say that, because we found your academy to be outstanding.

The team could see that students join the academy with a wide range of talents as well as needs and that the academy is providing you with teaching which is usually good and sometimes outstanding. Consequently, your achievement is excellent, so that you reach standards that are broadly average to below average. These standards are far higher than when you started at the academy. This is also because of the outstanding care, guidance and support you receive, which really helps you to achieve your potential and ensures your good personal development.

You also benefit from an outstanding curriculum, which gives you a very wide range of learning opportunities. A lot of effort has gone into giving you the very best of experiences both in and out of the classroom. This is very clear from, for example, the academy's business and enterprise activities that you get involved in. These activities strengthen your chances of success in further study and employment in later life. The team also found the sixth form provides well for its students, especially in preparing them for their future employment or education.

All of this has been made possible because of the overall outstanding leadership and management of the academy. The leaders are very focused upon providing the very best for you and improving that which is not good enough. To help them do this, I have made one suggestion; that they share with all teachers the features of the exemplary teaching in the academy so you can all benefit from more lessons that are outstanding. The leadership of the academy helps very much to ensure you live in a close and happy community and most of you behave well.



# Old Hall Drive Primary School

## Inspection report

---

<b>Unique Reference Number</b>	130394
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	328530
<b>Inspection dates</b>	9–10 July 2009
<b>Reporting inspector</b>	Lynne Read

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 on roll</b>	
School (total)	345
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rachel Daniel
<b>Headteacher</b>	Mrs Jane Gornell
<b>Date of previous school inspection</b>	3 July 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Old Hall Drive Gorton Manchester M18 7FU
<b>Telephone number</b>	0161 223 2805
<b>Fax number</b>	0161 223 9440

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 July 2009
<b>Inspection number</b>	328530

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This larger-than-average primary school serves an area of Manchester that is socially and economically disadvantaged. The proportion of pupils claiming free school meals is exceptionally high. Most pupils are of White British backgrounds, but around a third come from one of 14 other minority ethnic groups. The proportion of pupils learning English as an additional language is, at almost 20%, higher than average. An average proportion of pupils have learning difficulties and/or disabilities. A very high number of pupils leave or enter the school part way through their education. The school holds several awards, including Healthy Schools.

The Early Years Foundation Stage offers full-time places in the Nursery and Reception classes. Most pupils are taught in mixed-age groups. The school runs a daily breakfast club.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' personal development and well-being are inadequate and have declined since the previous inspection. Behaviour in the classroom is often satisfactory and sometimes good. However, pupils and parents report problems with bullying together with incidents of a racist and sexist nature, usually on the playground. Such incidents are not always recorded and followed up effectively by the school. Out of class, pupils are boisterous and pay little heed to the rules of conduct on corridors. Some pupils do not feel safe. Attendance is improving but remains a little below average overall, and the rate of exclusion is high. A school council is in place but does not meet regularly enough for pupils to contribute their views systematically and frequently. School self-evaluation does not take enough account of parents' views and paints a much too positive picture of performance. The pastoral support provided for pupils is inadequate and sometimes procedures outlined in the school's own policies are not followed. For example, essential training for child protection has not run to schedule. Parents feel that their views are not always taken seriously and that complaints are not always addressed. The breakfast club provides a good start to the day and the family workers provide good help for the most vulnerable pupils. A satisfactory partnership with the local secondary school prepares pupils soundly for the next stage of education. However, links with other agencies are inadequate because they do not promote pupils' well-being and community cohesion appropriately.

Since the previous inspection, the school has worked hard, with some success, to improve achievement. When children enter the Nursery, their development is well below that expected for their age. Progress in the Early Years Foundation Stage is now good and standards have risen at the end of Key Stage 1. However, those at Key Stage 2 remain well below average, although pupils' progress and achievement are satisfactory overall. The quality of teaching is satisfactory, as it was in 2007, but the proportion of good teaching is not yet high enough for the school to reach its own challenging targets. The curriculum is satisfactory and some developing links between subjects are enabling pupils to practise and consolidate key skills in literacy, numeracy and information and communication technology. Special teaching programmes are successful in supporting pupils who need extra help. Pupils say they enjoy learning. The programme for personal and social education ensures that pupils can make informed choices of diet. Pupils have satisfactory opportunities for physical exercise but say they would like more sporting opportunities out of school time.

The school's leaders and governors have taken satisfactory steps to improve pupils' achievement since the last inspection. However, they are failing to ensure an acceptable quality of care for pupils. Therefore, leadership and management, governance and improvement since the last inspection are all inadequate. Systems for assessing and tracking pupils' progress are in place and swift action is taken where expectations are not being met. Systems to evaluate how well equality of opportunity is promoted and discrimination eliminated are not effective. Community cohesion is inadequate and there is no evaluation of policy and practice. In light of these failings, the school's capacity to improve is inadequate and it provides inadequate value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the Nursery and Reception classes is a strength and children benefit from good teaching and learning. Their behaviour and personal skills are good. Children's development at entry to Nursery is well below that expected for their age and a significant proportion has difficulty with language and personal skills. Full-time education in the Nursery provides a good boost to early learning. Over the two years in the Early Years Foundation Stage children make good progress and this marks a good improvement on previous years. Most pupils are now working at or around expected levels by the time they enter Year 1.

In both classes, children's progress is assessed regularly and tasks are planned effectively to build on developing knowledge and skills. Staff are well led by the coordinator and work effectively as a team. They provide an interesting curriculum that has a good element of child-chosen activities to develop independence. The outside environment is used well to support all aspects of learning in the Nursery. The Reception class children have satisfactory opportunities to work outdoors but planning does not always make full use of the local environment to extend their knowledge and understanding of the world. Good attention is given to welfare requirements and parents are encouraged to take an active role in their children's education. The 'stay and play' sessions and home-school book help to ensure good communications between school and home.

### What the school should do to improve further

- Improve pupils' behaviour and eliminate all aspects of bullying and incidents of a racist and sexist nature.
- Improve the monitoring and evaluation of procedures and policies for welfare, child protection, equal opportunities and community cohesion to make sure they are having the desired impact.
- Ensure that parents' and pupils' views are taken into account when evaluating the school's performance.
- Improve systems for recording incidents and investigating parents' complaints and ensure that the outcomes are monitored rigorously.
- Increase the proportion of good teaching so that the improvements in achievement are sustained and standards rise.

## Achievement and standards

### Grade: 3

Despite the fact that standards at the school are significantly below average, achievement is satisfactory overall. More pupils are meeting the challenging targets that are set year on year and some improvements in progress and attainment are emerging. However, the full impact on national test results has yet to be seen. The high numbers of pupils leaving and entering the school part way through their education has an adverse impact on test results. Nevertheless, the managers and governors recognise that standards are too low and need to rise.

In previous years, pupils' starting point in Year 1 was below average. Lesson observations and reliable school records show that pupils are making at least satisfactory progress through Key Stage 1 and there are pockets of good progress, especially in Year 2. Standards have improved for this age group but remain below average. An improved emphasis on learning about sounds and letters is helping to promote reading and writing skills.

Pupils in the current Year 6 have worked hard to overcome the underachievement from previous years and many have made good progress in the last 12 months. However, too few of the more able pupils are working at the higher level. In Years 3 to 5 pupils make at least satisfactory progress and an increasing number are meeting the challenging targets set for them. Assessment records for Year 5 pupils show their attainment is close to average for the age group. Pupils who have learning difficulties and/or disabilities or who are learning English as an additional language make satisfactory progress towards their targets because they have extra support in lessons. Pupils in the special teaching or intervention groups have work tailored to their needs and often make good progress.

## Personal development and well-being

### Grade: 4

Most pupils appreciate the things that school offers them and have a positive attitude to working and learning. They know about healthy lifestyles, including the importance of a good diet and taking regular exercise. Most enjoy their lessons. Behaviour around school and on the playground is inadequate, however, and some pupils show little regard for the needs and feelings of others. Pupils' spiritual, moral, social and cultural development is inadequate. In some instances, relationships are not good enough and pupils say that bullying, especially at lunchtimes, means they do not feel safe. Some pupils do not engage well enough with those from different ethnic backgrounds and name-calling of a racist nature is a problem.

A school council is in place but has not met recently so members have little opportunity to present pupils' views. Several pupils make an appropriate contribution to the school community and enjoy taking responsibility for jobs. For example, they run a healthy tuck shop at playtimes and help to organise playground equipment. Such experiences, together with improved achievement, prepare pupils satisfactorily for their future. In spite of concerted efforts by staff, attendance is slightly below average and some pupils' timekeeping is poor. Some improvements have been seen in punctuality and in reducing absence, largely through the efforts of the family workers. However, pupils from a minority of families continue to have too many absences.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is satisfactory overall and some is good. Lessons generally have a productive atmosphere. Behaviour issues are usually handled well in the classroom and most pupils show a willingness to learn. Teachers make the purpose of the lesson explicit so pupils know what they are expected to achieve. In some classes, pupils are increasingly encouraged to evaluate their own work which helps them to become independent learners.

In many lessons, the whole-class introduction is interesting and includes short practical activities and opportunities for discussion. In others, however, pupils listen passively for too long and concentration begins to drift. Teachers have raised their expectations of what pupils can achieve and independent work is set at different levels of challenge, or with support, to meet pupils' needs. However, there are occasions when more able pupils are not stretched enough. Marking is generally good in writing and provides pupils with helpful advice on how they can improve their work. It is less detailed in mathematics. Experienced teaching assistants provide appropriate, targeted support in class to help behaviour and learning and enable all to access the lesson. They provide good support in the sessions for small groups of pupils who need additional help.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets the needs of pupils. Appropriate strategies have been put in place to raise standards. Special teaching programmes boost progress, especially for pupils who are not meeting expectations and those who need extra help with their learning. Similar provision for the more able pupils is at an early stage of development. Teachers have made a start in linking subjects together so that pupils have more frequent opportunities to consolidate their reading, writing and mathematical skills. This is now a focus for further development. A satisfactory programme for health education is in place and is helping pupils to understand the benefits of a healthy lifestyle. However, the programme for personal, social and cultural education is inadequate in promoting respect for other people's rights, feelings and beliefs.

Regular visits out of school, including a much enjoyed residential experience, are well chosen to broaden pupils' horizons and fire their interests. Pupils recently enjoyed a carnival parade in the locality that provided them with a good opportunity to show off their creative work. The range of after-school clubs offers a satisfactory choice of activity but pupils would like more opportunities to develop their physical skills.

## **Care, guidance and support**

### **Grade: 4**

Academic guidance is firmly established and tracking records provide a clear picture of pupils' progress. Teachers and managers use the information well to provide a boost to learning, where needed. Individual targets for pupils show them what they need to do to improve and provide a long-term goal to aim for. The family workers provide good support for vulnerable pupils and their families. The 'Kiwi club' offers new and exciting adventures for them often at weekends to extend the learning week.

Procedures for safeguarding pupils by checking on the suitability of staff meet current requirements. However, systems for ensuring the care and welfare of pupils are inadequate. Pupils say they are sometimes dissatisfied with the actions taken by adults following their complaints or requests for help, especially at lunchtimes. Parents also feel that some issues are not resolved satisfactorily. Records of incidents reported are basic and some do not clearly show actions taken, resolutions or follow-up checks. There is no recorded action following the school's pupil surveys where concerns about safety are expressed. Some important policies are not sufficiently understood or implemented. For example, child protection training has not been delivered in accordance with the school's policy. Supervision at break times is satisfactory. However, when the whole school shares the playground at lunchtime, supervision is inadequate because the playground is crowded, making it difficult for adults to monitor all the activities sufficiently closely.

## **Leadership and management**

### **Grade: 4**

The leaders, managers and governors of the school have taken effective measures to improve achievement. Challenging targets are set and systems for monitoring teaching and learning ensure that any underperformance is detected quickly and addressed. Some pockets of good

progress are now evident, although they are not yet showing in the school's national test results. Good leadership in the Early Years Foundation Stage means that children have a good standard of provision and welfare.

However, leaders and managers in Key Stages 1 and 2 are not ineffective in providing a high standard of care for pupils and ensuring that the school is free from inappropriate behaviour. The school's evaluation of its performance is more positive than inspection findings and does not take full account of pupils' and parents' views.

The school's monitoring of welfare provision has failed to identify areas where actions do not match policy and the single equalities policy has not been effective in eliminating incidents of a racist or sexist nature. The promotion of community cohesion is inadequate. Although strategies have led to pupils participating in local events, they have not improved communication between some families and school. The learning environment does not adequately reflect the culturally rich and diverse nature of the school's population.

The governors bring appropriate expertise and experience to the management of the school and are themselves setting challenging targets for achievement. This has contributed to the picture of improving achievement and governors are strongly committed to improving standards. Governors are determined to recruit more parents to fill the vacant posts within the governing body and to give parents a stronger voice. The governors have a committee that monitors welfare and safeguarding but they have not done enough to ensure that all pupils feel safe.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

Inspection Report: Old Hall Drive Primary School, 9–10 July 2009

10 of 12

## Annex A

### Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	4
The capacity to make any necessary improvements	4

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

<b>How well do learners achieve?</b>	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/or disabilities make progress	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.

Inspection Report: Old Hall Drive Primary School, 9–10 July 2009

11 of 12

### Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	4
The extent of learners' spiritual, moral, social and cultural development	4
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	4
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	4
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	4

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Annex B

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

Inspection of Old Hall Drive Primary School, Manchester, M18 7FU

Thank you very much for the warm welcome and for helping my colleagues and me when we came to visit your school. I would like to tell you what we found.

You told us that you enjoy learning. It was good to hear about the fundraising work which shows that you care about those less fortunate in the world. We saw that the breakfast club provides you with a good start to the day. You said that you really enjoy your visits to places of interest and had a good time participating in the carnival recently. The after-school clubs provide you with some interests but we agree with you that more varied opportunities for sport would be good.

Some of you told us about problems on the playground, especially at lunchtimes. You said that some pupils' behaviour made you feel 'worried, embarrassed and annoyed'. Your parents also told us about the same problems and were sad that they have not been resolved. I have asked your school to put better systems and training in place to make sure you are safe, improve behaviour and eliminate bullying and racism. I have also asked that the staff make detailed records of any incidents reported and to ensure they reply fully when your parents make a complaint. Unfortunately, the school council has not been meeting recently. I have asked your teachers to ensure that pupils' views are heard regularly and together with your parents' views, taken into account when planning improvements in school. I have also asked that careful and regular checks are made to ensure that these changes are making the school a better and safer place for everyone. At the moment, although your school provides you with an acceptable standard of education it requires 'special measures'. This means that your school will get some extra help and inspectors will visit regularly to check how well it is improving.

The Nursery and Reception children are making good progress. From Year 1 upwards, progress in lessons is getting better. Many of you are reaching the targets that your teachers set for you. I have asked your teachers to make sure that more lessons are good so that you continue with this better progress in order to raise the overall standards at the school. Thank you once again for the interesting conversations we had, for letting us know your views so clearly and allowing us to share in your school day.

Please accept my best wishes for the future.



# St Marys CofE Junior and Infant School

## Inspection report

---

<b>Unique Reference Number</b>	105495
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	324231
<b>Inspection date</b>	22 June 2009
<b>Reporting inspector</b>	Mike Hewlett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	238
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Palmer
<b>Headteacher</b>	Mr Barrie Chalmers
<b>Date of previous school inspection</b>	13 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Adscombe Street Alexandra Park Moss Side Manchester M16 7AQ

---

<b>Age group</b>	3–11
<b>Inspection date</b>	22 June 2009
<b>Inspection number</b>	324231

<b>Telephone number</b>	0161 226 1773
<b>Fax number</b>	0161 226 1174

<b>Age group</b>	3-11
<b>Inspection date</b>	22 June 2009
<b>Inspection number</b>	324231

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards in English and mathematics, and the effectiveness of teaching and learning. Evidence was collected from observing lessons and pupils' work, and from a scrutiny of the school's documentation and progress data. Inspectors also analysed the parent questionnaires and met with senior leaders, groups of children, staff and governors. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation were not justified and these have been included, where appropriate, in the report.

## Description of the school

St Marys Church of England Junior and Infant School is an average sized school serving an area of considerable economic and social disadvantage. The proportion of pupils eligible to claim free school meals is very high at almost five times the national average. Most pupils are Black British and the proportion of pupils from other ethnic backgrounds is well above average. A significant proportion of pupils are refugees and asylum seekers. Only a third of pupils speak English as their first language. A well above average proportion of pupils joins and leaves the school throughout the school year. The percentage of pupils with learning difficulties and/or disabilities is well above average. Provision for Nursery and Reception aged children are reported in the Early Years Foundation Stage. The school has the Healthy Schools Award. There is a care club for children both before and after school, which is managed privately and did not form part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Marys is an outstanding school which operates in challenging circumstances. Pupils thrive in its extremely nurturing atmosphere and parents have great confidence that the school values their children and keeps them safe. 'This school is a dream come true', and, 'We are all part of one family', are typical of the comments made by parents and carers. The key to its success is the uncompromising search for improvement driven by the inspirational leadership of the headteacher. Staff know they are valued and have a genuine say in school improvement. Leaders have a determination and passion to raise pupils' self-esteem and achievement, and to improve the way they carry out their own work. As a result, pupils have strong self-belief and staff have very high expectations of just how well pupils can do. This has led to a year-on-year rise in standards.

Children's skills on entry are exceptionally low, particularly in language and communication and in their personal and social skills. They make excellent progress in the Early Years Foundation Stage in developing speaking and listening skills and in learning to concentrate and work cooperatively. As a result, standards in all areas are broadly in line with national averages by the time they start Year 1. Standards are rising year-on-year in Key Stage 1 and are broadly average at the end of Year 2. Attainment in mathematics and reading is slightly better than in writing because encouraging pupils to become confident speakers and readers has been the correct priority. By Year 6, standards are broadly average in English, mathematics and science. This represents excellent achievement in all three subjects against a background of exceptionally high levels of pupil mobility that is found in every year group. For example, more than 50% of the 2008 Year 6 cohort arrived in the school within the previous two years. Unsurprisingly, those pupils who remain in the school for the longest period make particularly rapid progress. However, progress is outstanding overall and is consistently so throughout the school. This has been the case for several years. Pupils with learning difficulties and/or disabilities, those at an early stage of learning English, and newly admitted pupils all make excellent progress in relation to their starting points. There are no significant differences in the performance of boys and girls.

Teaching and learning are outstanding overall and a major factor in enabling pupils to achieve so well. Exciting teaching methods and a brisk pace brings learning alive for pupils. An example is when groups of older children were challenged to work out percentages. They then successfully applied this knowledge to the plants they were planning to sell on their 'Enterprise Day', making sure they got the best price. Teachers encourage pupils to work in pairs to help them develop and share their ideas. This, in turn, helps to build their self-confidence and verbal fluency. In all lessons excellent relationships ensure pupils are responsive and keen to learn. Teachers manage pupils' behaviour very well and enliven many of the lessons with a sense of fun as well as celebrating pupils' successes. Teaching assistants' in-depth knowledge of the needs of the pupils they are supporting enables these pupils to make rapid strides with their learning. Teachers provide pupils with excellent verbal feedback during lessons helping them to improve. Parents confirm that they find staff friendly and approachable and that they are kept very well informed about their children's progress.

Pupils' personal development and their spiritual, moral, social and cultural development are excellent. They have an impressive awareness of how to stay healthy and keep safe. Older pupils are quick to act to help the youngest, and new pupils are soon made to feel at home. The school is a very harmonious community in which pupils from diverse ethnic backgrounds show mutual

respect and work exceptionally well together. Pupils' enjoyment of school is reflected in their attentiveness and participation in lessons. They behave exceptionally well in work and at play. Pupils are actively involved in improving their local community. For example, they are working in partnership with a local arts centre providing art, street dancing and drama. They develop an excellent appreciation of different cultural traditions and beliefs within their own community. Pupils' achievement in acquiring basic academic skills, alongside their excellent personal and social skills and involvement in enterprise initiatives, sets them up very well for their later lives.

The excellent curriculum effectively meets the needs and interests of all the pupils within an attractive and stimulating environment for learning. The curriculum is enriched through an excellent range of visitors and visits to places of interest which aid pupils' first-hand learning effectively. For example, pupils talk excitedly about their project undertaken at Manchester museum. Pupils' skills in using computers are excellent and the school provides an extensive range of extra-curricular activities which pupils enjoy.

Care, guidance and support are outstanding. Procedures for vetting staff and safeguarding learners meet government requirements. Several parents particularly praised the way that staff work with them to ensure that their children are well looked after. They also appreciate the friendly atmosphere and the fact that a breakfast club has been set up to help working parents. Attendance rates have risen and are now broadly average. However, despite the school's determined efforts in working with families, involving outside agencies and celebrating attendance, there remain a small number of persistent absentees.

Leadership and management are outstanding. The headteacher and staff with leadership responsibilities are highly experienced, demand the best for the pupils and provide clear direction for the work of the school. This reflects the school's outstanding commitment to promoting equality of opportunity and to eliminate any discrimination. This is a highly inclusive school that values and welcomes all members of the school and wider community. Staff work very well together and are keen to develop their skills further by leading staff training and sharing their expertise. The school makes an excellent contribution to community cohesion, constantly working to strengthen its links with the local community and involving it in all aspects of school life. The global aspect of this work is given added momentum by the rich multi-ethnic community it serves and the links it makes with pupils' countries of origin. Self-evaluation is accurate and the school sets itself challenging targets which it invariably meets and often exceeds. Monitoring of teaching and learning is extremely rigorous and very quickly picks up on any areas that need to be improved. Governors are highly effective and very committed to the school. Their well established links and knowledge of the school's work enable them to play an active, questioning role in its development. Overall, the school has made outstanding progress since its previous inspection, offers excellent value for money and has an outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children make excellent progress across all areas of learning. By the end of Reception, most meet the standards expected of them for their age, although their skills in communication, language and literacy lag a little behind other areas of learning. The school takes great care to assess the ability, experience and needs of the children accurately. Extensive contact with families encourages joint work and has helped to tackle issues of some initial poor attendance. Parents come to trust staff and respect the advice they give. Clear routines for work, play and behaviour help children to settle very quickly. They soon become very happy, busy, and eager

to please. An exceptionally calm, purposeful atmosphere prevails. The progress children make in learning to work together is a particular strength. This is evident in both indoor and outdoor work, for instance in the way children queue, take turns and chat as they share their snack. Management is extremely effective, as demonstrated by regular and thorough assessment, detailed development planning and the availability of quality resources. Staff teamwork and imaginative use of the open access indoor areas are excellent. There is a very good balance of indoor and outdoor activity and of directed and independent learning. Common working arrangements and exemplary liaison ensure smooth transition from Reception to Key Stage 1.

#### **What the school should do to improve further**

- Improve the attendance of the small number of pupils who are persistently absent from school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

**Overall effectiveness**

<b>How effective,efficient and inclusive is the provision of education,integrated care and any extended services in meeting the needs of learners?</b>	1
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?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

<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.

Inspection Report: St Marys CofE Junior and Infant School, 22 June 2009

10 of 11

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

---

## Annex B

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

Inspection of St Marys Church of England Junior and Infant School, Manchester, M16 7AQ

As you know, we came to your school recently to see how you are getting on, and to find out whether St Marys was giving you the education you deserve. Thank you for being so friendly, polite and open. We very much enjoyed meeting you and seeing your work. A special thank you to the school council and to the other pupils who talked to us about your school.

You will be thrilled to know that we think yours is an excellent school. It has a very clear idea of what will help you to learn and is always trying to improve things. This is down to the dedicated hard work of the headteacher, staff and governors. You and your family know how fortunate you are to have people like this helping you. Teachers and all the adults in the school work together superbly well and want the very best for you. You respond by making every effort to do your best, and to show how much you like the staff. Because of this, your school is a happy, lively place with lots of interesting activities for you. Some of you talked to us about 'all the great things we do in this school!' You are lucky to be able to take part in such a wide range of sports, activities and projects, and to have such a say in planning what happens in school. You are learning how to get on with each other and share ideas. All this means that you are able to make excellent progress, both in the subjects you study and in learning how to tackle life outside school successfully.

Of course, even outstanding schools have things they can improve. In your case we think that one stands out. We have asked the headteacher, staff and governors to try to make sure everyone comes to school regularly.

You can help by doing your very best not to miss any lessons, continuing to work as hard as you do, and following carefully all the good advice your teachers give you.



# Varna Street Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105459
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	324224
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Kevin Johnson

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 on roll</b>	
School (total)	211
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Dwan
<b>Headteacher</b>	Mr Bernard Madden
<b>Date of previous school inspection</b>	7 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Barrass Street Openshaw Greater Manchester M11 1WP
<b>Telephone number</b>	0161 2233569
<b>Fax number</b>	0161 2238322

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 May 2009
<b>Inspection number</b>	324224

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This average sized school is located in an area where there is significant social disadvantage. A significant number of pupils leave or are enrolled at the school at other than the usual times. Almost half the pupils are known to be eligible for a free school meal. The proportion of pupils for whom English is an additional language is very high. An above average proportion of pupils has learning difficulties and/or disabilities. Provision for children in the Early Years Foundation Stage comprises Nursery and Reception classes. A breakfast club is provided by the school. The school also provides learning opportunities for adults in the community. National Healthy School's status has been achieved, as well as Activemark and, recently, the Basic Skills Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Exceptional leadership has brought about outstanding quality of teaching and of care and support. Pupils' personal development thrives and pupils make excellent academic progress.

Varna Street is, and always will be, our school' is how pupils express pride in their achievements and their enjoyment of learning. Pupils share a tremendous sense of belonging. Their outstanding spiritual, moral, social and cultural development is amply demonstrated in the respect pupils have for one another, and in the way in which they learn from each other about their many different faiths and cultures. Behaviour is excellent and attendance and punctuality are good. Pupils are fully aware of what it means to lead a healthy lifestyle and how this can be achieved. They feel safe and very well protected in school because of the excellent relationships that exist. Pupils' contribution to their community is excellent. They gladly accept responsibility, for example, as recycling officers, librarians or as playground buddies. During the inspection, some arrived in school early to prepare a report on the previous night's disco. Impressive work by the school council, which included a 'design event' for pupils and a presentation to the members of the City Council, has resulted in pupils' ideas being used by architects in plans for their new school. Pupils make and sell Christmas cards for school funds and take part in a project whereby pupils meet and interview people from different professions. These activities help them to develop some of the important life skills needed to succeed as future members of a community.

Pupils currently reach average standards overall by the end of Year 6. From their very low starting points on entering the Early Years Foundation Stage, that represents outstanding achievement. Many pupils, often with little or no English, join or leave the school at different times. Some do not complete a key stage, but because of outstanding provision for them and the quality of teaching they receive, they too make excellent progress during their time in the school. Despite pupils' excellent achievement there is no complacency and the school recognises that standards overall in English and mathematics could be improved, particularly in the area of mental calculation and in writing. The quality of teaching and learning is exceptional. Procedures for assessing and planning for individual pupils are highly effective. Classroom practice is continually reviewed and the best is shared throughout the school to ensure that all pupils make the best possible progress. The curriculum is exciting. It is rich in art, music and sport and provides outstanding opportunities for pupils to develop their personal skills.

Leadership and management of the school are outstanding. Leaders have fully resolved issues identified in the last report. Very effective evaluation and planning have led to significant improvement. An outstanding development is the organisation, support and teaching for pupils with learning difficulties and/or disabilities, for those from minority ethnic groups who learn to speak English as an additional language and who enter the school mid-term. Standards show a continued rising trend and the quality of teaching has been raised. Systems for checking the school's academic performance are extremely robust. All staff share accountability for pupils' progress. Aspirational targets are set to challenge pupils to the full. The school is the hub of the community. It reaches out, beyond expected boundaries, to provide learning opportunities, for example, for the local unemployed and for groups newly arrived in the area. Equality of opportunity underpins the school's ethos and directs outstanding promotion of community cohesion. Governors' contribution to the direction and planning for improvement is excellent. They provide very strong challenge and support for the school and evaluate their work in terms

of the outcomes for pupils. The school provides outstanding value for money and demonstrates excellent capacity to maintain the current quality of learning and care for its pupils.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Excellent provision and leadership ensures that children in the Early Years Foundation Stage make an outstanding start to their education and become happy, receptive learners. Children's abilities are very low in relation to expectations for their age when they enter Nursery. This is particularly the case in the area of communication, language and literacy, because English is an additional language for a very high number of children, many of whom do not speak any English when they enter Nursery. Nevertheless, children make excellent progress, and, by the end of Reception, most are working within the early learning goals. High quality teaching of number, and letters and sounds, is expertly linked to exciting classroom and outdoor activities, enabling children to explore and develop skills independently. This gives children's achievement a tremendous boost. Provision for children's welfare is outstanding. Parents greatly appreciate the excellent communications between home and school. They find the opportunities provided for them to observe, support and help to assess their children's progress through discussion with staff, particularly rewarding. Additional support for the significant number of children who are at the early stages of learning English as an additional language is excellent and is exceptionally well supplemented through links with external agencies to promote children's health, welfare and progress.

### **What the school should do to improve further**

- Improve the overall quality of pupils' writing and of the accuracy of their mental calculation, to raise standards in English and mathematics.

## **Achievement and standards**

### **Grade: 1**

Pupils reach average standards in English, mathematics and science at the end of Year 2 and Year 6. School assessments show that standards are improving and a significant number of pupils currently in Year 2 and Year 6 are likely to reach above average levels. This represents outstanding achievement for these pupils. Many pupils enter the school at times other than normal, and often from minority ethnic groups. The school's data shows that these pupils make outstanding progress from their starting points on entry to the school. The school excels in identifying pupils' particular needs as soon as they enter the school. Support for small groups and for individuals, from specially designated staff, helps pupils to gain essential language skills very quickly and to progress extremely well in other areas of the curriculum. Similar support for pupils who have learning difficulties and/or disabilities ensures that they too make rapid progress. There was a dip in attainment in the 2008 national tests and assessments, at the end of Year 2 and Year 6. This resulted from an unexpected significant intake into these year groups of pupils who were at an early stage of learning to speak English as an additional language and had other additional needs that affected overall standards. The school has reversed this decline so that the generally rising trend in standards over time continues. Nevertheless, the school acknowledges that there is scope to raise English and mathematics standards further by improving the overall quality of writing and the use of mental calculation in mathematics.

## **Personal development and well-being**

### **Grade: 1**

Pupils achieve so well because they enjoy every minute of their time in school. They describe their school as, 'the best'. They show excellent attitudes to work and their confidence thrives, as seen in pupils' enthusiasm for performances in school productions and the delightful steel band. Many take advantage of the support available at lunchtime homework clubs to ensure they do their best. At play, pupils are very mindful of others and they are invariably courteous and well mannered. Pupils are adamant that there is no bullying and their regard for one another confirms that racism is not accepted. Pupils are very proud of their Healthy Schools record and the fact that they are so active during and after school. Every pupil has a voice in school affairs. For example, as a result of the conscientious efforts of the school council, pupils and staff have worked together on developing a school website. Pupils' generosity towards those in need develops their very strong sense of community. Opportunities to relate to the world of work supplement the excellent progress they make in literacy, numeracy, and information and communication technology (ICT). Added to their exceptional social skills, the very mature way pupils take responsibilities and gain in confidence mean that they are very well prepared to face future challenges.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Highly effective monitoring, evaluation and review of classroom practice have contributed to the quality of teaching and learning being outstanding. Pupils' resulting excellent progress is rooted in teachers' rigorous use of assessment information to effectively plan their next steps in learning. Relationships are excellent. Pupils feel valued and so teachers get the best from them. Teachers' marking in all subjects is outstanding. It provides pupils with all the guidance they need to help them to improve. Expectations are very high. Challenging tasks are provided to match pupils' varying abilities. Teachers are very skilled at supporting particular groups, for example, by questioning or grouping pupils to extend the pace of their learning. The highly qualified teaching assistants are a vital part of the teaching team. They work exceptionally well in tandem with class teachers and make an outstanding contribution to the achievement of different groups of pupils.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum excites pupils, meets their needs exceptionally well and provides them with a wealth of new experiences. The very strong focus on literacy, numeracy and ICT is made purposeful by the way pupils practise those skills, for example, in art, history or design. Pupils gain immense enjoyment from the outstanding range of additional activities provided. Sport is a great favourite and other activities nurture interests as wide ranging as cheer leading and Canadian rafting. Frequent visits, which support learning in school, and visitors who share their expertise broaden pupils' personal horizons and bring the curriculum to life. Pupils greatly enjoy lessons in Spanish and are currently looking forward to a trip to Spain where they plan to extend links with a Spanish school. Pupils' personal, social, health education and citizenship are extremely well provided for. Pupils understand the importance of safe relationships and

the potential dangers of drugs and other substances. They are very well enabled to make informed choices about their personal well-being.

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

#### **Grade: 1**

Parents agree overwhelmingly that their children are well cared for and say they have, 'no regrets' about choosing Varna Street as their school. Pupils endorse that view and say that there is always an adult to care for them when needed. Safeguarding requirements are met and essential safety checks are carried out. Support for the most vulnerable pupils and, at times families, is excellent. Those new to the school are warmly welcomed and given the individual support they need to help them settle quickly to their learning. The school monitors attendance very rigorously and uses a wide range of effective strategies to maintain good levels of attendance and punctuality. The very well attended breakfast club helps many pupils to make a good start to their day. Guidance for pupils about safe practices in their behaviour and relationships is extremely supportive and fully reflected in pupils' attitudes to school. Very well-focused academic support and guidance are tailored to pupils' individual needs and contribute directly to their excellent achievement.

### **Leadership and management**

#### **Grade: 1**

Leaders' focus on continuous improvement is the essence of the school's success. Nothing is left to chance. Senior managers hold staff to account for pupils' progress by means of very effective checks on performance. Subject leaders monitor quality and progress within their areas of responsibility and continually improve and expand the curriculum. All know how they are accountable for pupils' progress and work tirelessly as a team to help all pupils to achieve their best. Equality of opportunity is fundamental to the way in which the school works. The school's policy for promoting community cohesion matches its outstanding practice. At Varna Street, not only pupils are learners. The way in which the school includes the whole community in its work, promotes adult learning and forges close links with hard to reach families, is very impressive. All who use the school value the diversity within the community. Pupils respond to global issues through special events such 'Fair Trade Day' and are actively involved in consolidating links with schools abroad.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
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?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

<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.

Inspection Report: Varna Street Primary School, 20–21 May 2009

10 of 11

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

## **Annex B**

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

Inspection of Varna Street Primary School, Openshaw, M11 1WP

Thank you for making us so welcome when we came to inspect your school recently. It was really a delight to talk to you because you are so exceptionally polite and well mannered. Your behaviour too is excellent and very well done for coming to school so regularly. Special thanks to all of you who performed during the assemblies. Your steel band is definitely one of the best ever!

Your school is outstanding. You all achieve exceptionally well and we know you have to work extremely hard to do that. You teachers and headteacher are outstanding too and definitely make Varna Street a great place to learn. The grown-ups in school take the very best care of you, just as you all take care of each other.

Despite all the good things we can say about your school, parents, teachers, and your school governors, we are sure you too would like your school to be even more successful. For that to happen we have asked everyone to help you to reach higher standards in English and mathematics. You must keep up your very hard work and keep that lovely steel band swinging!

Good luck with your plans for the new school.



# St Aidans Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105519
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	324233
<b>Inspection dates</b>	18–19 May 2009
<b>Reporting inspector</b>	Steve Rigby

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	232
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr M Gannon
<b>Headteacher</b>	Mrs Margaret McGee
<b>Date of previous school inspection</b>	10 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rackhouse Road Northern Moor Manchester Lancashire M23 0BW
<b>Telephone number</b>	0161 9984126
<b>Fax number</b>	0161 9455677

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	18–19 May 2009
<b>Inspection number</b>	324233

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This average-sized primary school serves an area in which many families experience considerable social and economic disadvantage. An unusually high number of pupils are eligible to receive free school meals. The school has a growing number of pupils from a wide range of minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is above average, although a slightly lower than average number has a statement of special educational need. The school's Early Years Foundation Stage comprises a Nursery and Reception class. The school achieved the nationally recognised Activemark in 2007 and Extended Schools Award in 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Aidan's Catholic Primary School provides a good and improving quality of education for its pupils. Pupils thrive because of the sensitive care they receive. Equality of opportunity is promoted well and steps are taken to ensure there is no discrimination. Pupils' good personal development and well-being is reflected in the strong sense of community and inclusion that pervades the school. 'Each and every child is valued' is a typical comment of parents about the care the school takes of their children. Pupils' spiritual, moral, social and cultural development is good, with the school celebrating its cultural diversity through its curriculum, particularly in art and music.

The outstanding provision in the Early Years Foundation Stage has started to impact on attainment on entry into Key Stage 1 over the last two years. It has yet to have a full effect on standards across the school. Many children enter the Nursery with skills that are well below those expected for their age. A stimulating curriculum focuses on improving levels of communication, language and literacy in the Early Years Foundation Stage. This means that most children make outstanding progress and are reaching levels typical for their age on entry into Key Stage 1. However, in Key Stage 1 pupils' progress slows and is satisfactory. Teachers' expectations of the quality of pupils' work sometimes fall short of what they are capable of achieving. Despite recent improvements, standards remain below average at the end of Year 2. The pace of pupils' progress then accelerates and is good through Key Stage 2, resulting in most pupils reaching average standards by the end of Year 6. This represents good achievement overall, given these pupils' low starting points.

The improved achievement since the last inspection is, in part, a consequence of the thorough manner in which pupils' progress is monitored. Challenging targets are set for pupils of all abilities and barriers to learning are challenged, including those for pupils with English as an additional language. Pupils experiencing learning difficulties and/or disabilities are identified early and make as much progress as their peers because of the support they receive from a well qualified team of experienced teaching assistants.

The quality of teaching and learning is good. Lessons are well planned and delivered at a good pace. Pupils participate well in question and answer sessions. They enjoy learning, and behaviour in lessons is good. However, in Key Stage 1, teaching is not always of this quality and lacks consistency. This results in pupils' progress slowing. The academic guidance a pupil receives has improved significantly since the previous inspection. Pupils receive good feedback on their progress and advice on what to do next and this helps them to improve their work.

The curriculum is good and enriched by a range of physical activities, visits and visitors. Pupils make a positive contribution to their local community through their church, fundraising and their involvement in musical and cultural festivals. Pupils are keen to have a voice in the school taking responsibility as prefects, playground buddies, and school councillors and carry out their jobs well. However, current figures show that despite the school's best efforts, attendance, whilst satisfactory overall has declined a little in the current year. This means that too many pupils do not fully access the numerous exciting opportunities the school offers and so they miss out on some learning.

The leadership and management of the school are good. The strong management by the headteacher, supported by effective and committed senior managers and governors, have resulted in improvements in standards and achievement for all pupils, including those with

significant barriers to their learning. The enthusiasm of the staff and the ongoing parental support provides evidence of the school's good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Under the excellent leadership of a skilful practitioner, all staff work together exceptionally well to create a stimulating and highly supportive environment in which young children thrive. This enables them to make outstanding progress in all areas of learning. Most children join the Nursery with skills that are well below those expected for their age and increasing numbers have arrived recently who do not speak English at home. By the time they join Year 1, almost all children have skills similar to those expected nationally and significant numbers are working at levels above this. This excellent achievement is possible because, starting with home visits, staff are fully focused on adapting the provision to each individual's needs and working very closely with parents. Staff use parents' recorded observations, their own incidental observations and more formal assessments of children's achievements exceptionally well to guide their daily planning. Most importantly, staff build very well on children's skills, engaging them in conversation and asking them questions that require them to think. Both inside and outdoors, the activities led by adults and those that children choose for themselves, invite experimentation and encourage children to concentrate. They become engrossed in their play so that, for example, some Reception children chose to complete their writing about pirates in preference to investigating the new outdoor equipment. Children are confident, happy, behave very well and thoroughly enjoy their learning in this outstanding setting.

### **What the school should do to improve further**

- Maintain the drive to improve teaching and learning, particularly in Key Stage 1 to further raise pupils' achievement and standards.
- Take all the necessary steps to ensure pupils are punctual and attend school regularly.

## **Achievement and standards**

### **Grade: 2**

Since the last inspection the school has introduced new assessment and tracking systems resulting in more focused support and accurate target setting. The school is reaching challenging targets and standards are rising in all key stages. The school correctly identifies that standards by the end of Year 2 have been below average for some time. However, recent results show that the attainment of pupils on entry into Year 1 has started to rise and that a number of initiatives to support pupils with difficulties in English and mathematics are also having a positive impact in raising standards. Pupils' progress is satisfactory in Key Stage 1. This becomes highlighted by the good and accelerated progress pupils make throughout Key Stage 2. This results in broadly average standards in English, mathematics and science by the end of Year 6 with a greater proportion of pupils gaining the higher levels than at Key Stage 1. Pupils who require additional learning support make good progress in acquiring basic literacy and numeracy skills. Pupils new to learning English are supported well and make progress similar to that of their peers.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral and social and cultural development is good. This is reflected in how pupils form very strong relationships, behave well and treat one other with consideration. A particularly strong area is how pupils welcome newcomers to the school and show interest in their different cultural backgrounds. Pupils are tolerant of others and aware of their own shortcomings. For example, they choose when they need to take 'time out' of lessons to calm down. This benefits both them and their peers. As a result of involvement in the Healthy Schools programme, pupils have a good understanding of how to live a healthy lifestyle and are particularly enthusiastic about energetic physical activities. An awareness of the importance of keeping safe is shown by even the younger children. In the Early Years Foundation Stage, for example, a child working with a construction kit was wearing ear protectors. Pupils enjoy their school and most are aware of the importance it holds in supporting their future economic well-being. Since the last inspection, levels of persistent absence have reduced. Current figures show attendance is broadly average, but has declined slightly since 2008, despite the school's efforts. Pupils are enthusiastic fundraisers. They make a good contribution to the local community because the school has established numerous links with local schools and community groups within the parish.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching has a good impact on learning overall, by fostering pupils' motivation and enjoyment. In the best lessons, activities move forward at a lively pace and questioning is particularly effective which helps sustain pupils' interest and concentration. Teachers provide suitable opportunities for pupils to talk, solve problems and develop their ideas in pairs. Strong relationships are in evidence in all lessons and pupils have a positive attitude to learning, as demonstrated by the care with which most pupils present their work. Marking is generally of a good quality and supports pupils' learning well. However, on occasion teachers, particularly in Key Stage 1, accept work that is below the capabilities of the pupils, such as poor presentation or very short pieces of work and this places some limits on pupils' achievement. Pupils' progress is monitored and barriers to learning quickly identified. Appropriate actions follow. The needs of pupils with learning difficulties and/or disabilities are met well by a good use of classroom assistants. They are well deployed and provide support to meet pupils' academic and pastoral needs and to make sure that pupils make good progress.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum that successfully promotes pupils' learning and meets the needs of all pupils including those with learning difficulties and/or disabilities. The staff are beginning to make links between a range of subjects to bring a greater relevance to pupils' learning. There is a good use of visits and visitors who add excitement and bring learning to life, such as, the science work resulting from the 'Chemistry with Cabbage' workshop. There are a large number of extra-curricular activities, reflected in the Extended School's Award, particularly in sport. Pupils also benefit from Spanish lessons, and specialist music tuition. Information and communication technology (ICT) is developing well with pupils' improving ICT

skills being used to good effect across the curriculum. Initiatives introduced this year are having a positive effect on pupils' literacy and numeracy skills, although the impact of these is not fully reflected in current standards, particularly in Key Stage 1.

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

#### **Grade: 2**

The school provides good quality care and support for all its pupils. The emotional support pupils receive enables them to feel secure in school and, therefore, able to concentrate on their learning. The staff endeavour to involve families and outside agencies at every opportunity to support the individual needs of vulnerable pupils. Well trained support staff provide good academic and personal support for pupils with learning difficulties and/or disabilities and those who are learning English as an additional language. Parents emphasise how well their children are cared for. Comments such as this are typical: 'My child is very happy, the teachers and teaching assistants are very professional and easy to approach'. The school's health and safety arrangements and child protection policy meet current government guidelines. Overall academic guidance is good. Pupils know their targets and what is required to reach them. However, while some marking gives pupils clear guidance as how to improve, this is not yet consistent throughout the school.

### **Leadership and management**

#### **Grade: 2**

The headteacher, ably supported by her staff, provides clear direction for the school. There is a clear focus on achieving high standards and promoting pupils' well-being. To this end, the school has invested heavily in the development of the Early Years Foundation Stage so as to ensure children have an outstanding start to their schooling. Pupils' progress is carefully tracked and challenging targets are set for both pupils and teachers as a result. In Key Stage 1, where progress slows, suitable plans are in place and appropriate catch up programmes have been introduced to raise standards. The quality of teaching is regularly monitored and areas for improvement identified. As a result, teaching is becoming increasingly effective. Pupils' involvement in local projects promotes a good sense of citizenship and community cohesion. Parents' workshops, 'bake and share' days and a range of other social events litter the calendar, while international days and studies of other religions successfully promote a more global dimension. Governance is good with an efficient committee structure in place, giving a secure overview of standards and achievement. Governors work alongside the school's management team in guiding the school forward and in providing the school with a good capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

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

<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.

Inspection Report: St Aidans Catholic Primary School, 18–19 May 2009

10 of 11

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

## Annex B

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

Inspection of St Aidan's Catholic Primary School, Manchester, M23 0BW

Thank you for making us so welcome when we came to see how well you are doing at St Aidan's. We enjoyed seeing you at work and at play and talking to you about your school. You are well mannered and confident. You attend a good school. The provision for the youngest children in the Early Years Foundation Stage is outstanding. Your behaviour is good around school, particularly in lessons. It was pleasing to see how well you care for each other and get on together. Your school is a caring place and this is one of its great strengths. Adults are always willing to talk to you and support you with any problem.

The way that your work is assessed is good. Teachers track your progress and know where you are up to. Most of you were able to tell us your targets and what you need to learn next. You all make good progress during your time at school although it is slower in Key Stage 1 and this needs to be improved.

You told us of the many things you enjoy, including the school's many visitors and the clubs the school organises for you. However, some of you miss out on these activities and the interesting lessons your teachers provide for you through being absent.

We have asked your school to make things even better by:

- maintaining the drive to improve teaching and learning, particularly in Key Stage 1 to raise further your achievement and standards
- making sure that everyone regularly attends school and arrives on time.

I hope that you help make your school even better by encouraging everyone to attend and make sure that all of you work to the best of your abilities in your lessons.



# Crumpsall Lane Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105486
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	324228
<b>Inspection dates</b>	18–19 May 2009
<b>Reporting inspector</b>	Derek Aitken

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<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 on roll</b>	
School (total)	459
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angie O'Hagan
<b>Headteacher</b>	Mrs S Barrett
<b>Date of previous school inspection</b>	25 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crumpsall Lane Crumpsall Manchester M8 5SR
<b>Telephone number</b>	0161 7403741
<b>Fax number</b>	0161 7951572

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	18–19 May 2009
<b>Inspection number</b>	324228

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This large school is situated to the north of the city centre. The vast majority of its pupils come from families of minority ethnic background. Pupils of Pakistani origin comprise over half the number of all pupils. Most pupils speak English as an additional language. The percentage of pupils eligible for a free school meal is well above average, while the proportion of pupils with learning difficulties and/or disabilities is slightly above average. The headteacher took up her post in September 2007 and since then a new school leadership team has taken shape. Provision for the Early Years Foundation Stage comprises Nursery and Reception classes. The school holds the National Healthy Schools Award (Silver), the Activemark, the Artsmark (Gold) and the Manchester Inclusion Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, well regarded by parents. It is led and managed well. After two years of declining performance in 2006 and 2007, very effective work undertaken by the headteacher and new senior leadership team has improved standards and restored pupils' achievement to its previous good level. School leaders used the support of the local authority well to begin the process of renewal and, in so doing, developed the school's own good capacity to sustain these improvements. Leaders have tackled weaknesses in provision with determination and achieved much within five school terms. They recognise that there is still more work to do on all fronts to raise standards further. Overall, the school has improved satisfactorily from its previous inspection, is well set for further improvement and offers good value for money.

Despite the recent changing fortunes of the school, an enduring strength has been the good quality of pupils' personal development. Crumpsall Lane is a harmonious multi-racial community where pupils of widely different backgrounds play and work together happily. Pupils are lively, outgoing and friendly and the numerous opportunities they have to take on useful roles in school encourage responsible behaviour and a growing sense of independence. The school's constant work to promote pupils' well-being has been recognised in its recent awards.

Children get off to a good start in the Early Years Foundation Stage. Children make faster progress in Reception than in Nursery because teaching in Reception is better focused on extending the skills of each child. The vast majority of children speak English as an additional language and, despite good progress in this skill, weaknesses in literacy, especially amongst the boys, persist when they join Year 1.

Pupils make good progress in Key Stages 1 and 2. In recent years girls' attainment has been superior to boys in all subjects, but the school has been successful this year in significantly reducing the gap as boys are now catching up in Key Stage 2. By the end of Year 6, pupils achieve well. Standards, however, remain just below average in all subjects. Pupils do least well in writing, where promising initiatives to improve standards are at an early stage. The wide-ranging provision for vulnerable pupils, including pupils with learning difficulties and/or disabilities, helps them make good progress alongside their classmates.

The curriculum makes a good contribution to pupils' development. It is effective in ensuring pupils have a good understanding of healthy lifestyles and how to stay safe, and provides them with a rounded appreciation of the arts, including music and drama. Well considered initiatives, such as short lessons designed to boost pupils' reading and mathematical skills, have been important factors in improving pupils' standards. Teaching is good. Teachers manage pupils well and provide pupils with interesting lessons. Relationships are good, pupils try hard to concentrate and persevere in their work. Most pupils participate enthusiastically in activities in lessons. Care and welfare arrangements are of good quality and this promotes pupils' positive attitudes very well. The school's systems for tracking pupils' progress and identifying pupils who would benefit from extra support are effective in supporting their learning.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The Early Years Foundation Stage provides a good education for the children. Children join the Nursery with skills that are well below national expectations in all areas, especially in literacy and some aspects of their personal development. By the end of Reception they have made

good progress in all areas of learning, especially in their personal development. All staff make a valuable contribution to nurturing children's emotional and social skills. As a result children quickly form secure relationships and develop positive and enthusiastic attitudes towards their learning. Welfare requirements are met well. Children feel secure in this safe and welcoming environment. Children's progress in Reception accelerates as in these classes the staff make good use of observations and assessment information to plan in detail to meet individual needs. The Reception staff use resources, including the outdoor environment, very well to provide interesting activities to enhance children's learning. Key workers are effective in supporting individual children. In contrast, opportunities are sometimes missed in Nursery to develop children's skills fully, for example, in speaking and listening, and less imaginative use is made of resources to extend learning. Parents are encouraged to be involved in their children's learning through programmes such as Stay and Play, but the notion of parents as full partners has yet to be fully developed. The Early Years Foundation Stage is well led and managed. The leader has a keen appreciation of strengths and weaknesses and has implemented useful improvements.

### **What the school should do to improve further**

- Raise standards in all subjects, especially in writing.
- Ensure that provision in Nursery consistently matches the good quality provided in Reception.

### **Achievement and standards**

#### **Grade: 2**

Pupils build well on their earlier attainment as they progress through the school. Standards are below average on entry to Year 1, especially in literacy and aspects of numeracy. Good teaching, combined with a variety of support programmes, which are well adapted to the needs of classes, groups and individual pupils, underpin pupils' good progress in all years thereafter. These programmes have been especially successful in Key Stage 1 in helping pupils acquire a firmer command of skills such as reading. Effective action has been taken to improve standards in science, which lagged behind at the previous inspection. After a slump in the previous two years standards in all subjects recovered well in both key stages in 2008 and targets in science were exceeded. Inspection evidence indicates that this improvement is being sustained this year. Standards in all subjects are below average, but nudging closer to nationally expected levels. A greater emphasis on more interactive methods of learning has contributed well to the improved achievement of all pupils. Some improvements have been made in writing but this remains pupils' weakest skill.

### **Personal development and well-being**

#### **Grade: 2**

Pupils are friendly and good natured. They talk proudly about their school and take a keen interest in telling visitors about it. They behave well, showing due consideration for others, for example, during ball games in the busy playground. The good opportunities they have to take responsibility, for example, as junior wardens, playground pals and as school councillors, enable them to engage well in the life of the school and grow in self-esteem and independence. Pupils of all races and faiths mix well with each other so that no one feels left out. Spiritual, moral, social and cultural development is good. Special theme and super learning days effectively promote cultural awareness. These draw successfully on arts-based activities, such as carnivals and international topics, and contribute well to pupils' enjoyment of school. Attendance is

satisfactory, but is affected by absence due to religious observance and extended visits to parents' countries of origin. Overall, pupils develop well the skills they need to succeed in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers manage pupils well and good relationships foster pupils' motivation, responsiveness and enjoyment of learning. Teachers plan effectively, so that work is set at the right level for pupils to achieve well. Pupils are clear about what they are expected to learn. Teachers question pupils skilfully to help them think independently and reflect on what they have learnt. Teachers maintain a good balance between leading pupils' learning and providing interesting activities to help them learn effectively both individually and in small groups. Strategies to promote pupils' progress and engagement in their learning, such as paired-partner routines, are generally used well. Most lessons proceed at a good pace, but on a few occasions starter activities continue too long, slowing the rate of learning. Similarly, but more rarely, opportunities are missed to push on the learning of higher attaining pupils. Teachers' use of marking has been adapted successfully to support the school's new initiative to improve pupils' writing skills.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets the needs of pupils well. A successful emphasis on developing pupils' skills in speaking and reading supports their good achievement in English. A new initiative to boost writing is showing early signs of impact. The school has good plans in place to reinforce and extend writing and numeracy skills through the adoption of a topic based approach. A good programme for developing citizenship is amply reflected in pupils' understanding of their responsibilities to the school community. Residential visits provide Year 5 pupils with useful opportunities to acquire new skills, while video-conferencing and lessons in Spanish provide valuable extra spice to pupils' learning. These activities, which are complemented by a wide range of enrichment, including specialist tuition in music, support pupils' enjoyment of school well.

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

#### **Grade: 2**

Systems to ensure pupils' welfare and health and safety are good. Child protection arrangements are in place and meet current government guidelines. The work of well trained teaching assistants and mentors meets the diverse pastoral needs of vulnerable pupils successfully and ensures pupils have full access to the curriculum. Support for pupils who are at an early stage of learning English as an additional language is well planned, enabling them to take successful steps in their learning. Good links with outside agencies ensure that pupils and their families are well supported in times of difficulty. The school has firm pro-active systems in place to promote racial harmony, good attitudes and behaviour and pupils' self-esteem. Recent initiatives to boost attendance have had a positive impact in reducing persistent absenteeism in individual cases. Academic guidance is good. Leaders' clear understanding of strengths and weaknesses in pupils' attainment ensures support programmes are relevant to individual needs.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior leadership team provide clear vision for the school. They are firm in their pursuit of the best for their pupils and have a strong commitment towards providing equal opportunities for all pupils. The success of their work is reflected in a school community where pupils of all faiths and cultures are respected and thrive in their personal development. Increasingly, their efforts, which are supported well by their colleagues, are proving successful in improving pupils' standards and achievement. Careful monitoring has enabled other senior staff, including leaders of key subjects, to gain a clearer picture of what is working well and what needs further improvement. Leaders have made good use of aspirational targets to raise the bar for pupils and staff alike. The strengths of individual staff have been built upon and weaknesses tackled through challenge and supportive coaching arrangements. The school exploits the rich diversity of cultures within the local and national community well to promote community cohesion, but readily acknowledges scope for further development of the global aspect of its work. Governors support and challenge the school well because they take a full part in self-evaluation processes.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

<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.

Inspection Report: Crumpsall Lane Primary School, 18–19 May 2009

10 of 11

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

## Annex B

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

My colleagues and I really enjoyed meeting you when we came to inspect your school. Thank you for being so kind and helpful. We especially liked the fact that you were keen to chat to us and ready to share your opinions about school at break and lunchtimes. You go to a good school.

These are some of the best things we found out about your school.

- Children get off to a good start, especially in Reception. By the time you leave school in Year 6 you have made good progress. Nonetheless, your standards are a bit below average.
- Your personal development is good. What really stands out about this is the way pupils of all faiths and languages accept and get along with each other. This helps all of you to feel safe and enjoy school.
- You are well taught and the school has put in place useful schemes to help you make faster progress, for example, guided reading lessons.
- Staff look after you well.
- The headteacher and her senior staff want the best for you, direct the work of the school well and have put in place several good ideas to help you improve your learning.

We have asked the school to do the following to help to make it even better.

- Make sure that your standards are raised some extra notches, especially in writing.
- Make sure that the children in Nursery always learn as well as those in Reception.

You can help by keeping up your positive attitudes and behaviour and by attending very regularly.