



Acacias Community Primary School

Inspection report

Unique Reference Number	105401
Local Authority	Manchester
Inspection number	363696
Inspection dates	11–12 April 2011
Reporting inspector	Mike McLachlan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Cllr John Commons
Headteacher	Mr Philip Webster
Date of previous school inspection	23 April 2008
School address	Alexandra Drive Burnage, Manchester Lancashire M19 2WW
Telephone number	0161 2241598
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Age group	3–11
Inspection dates	11–12 April 2011
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 22 lessons and 15 teachers were seen. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at the school's development plans and self-evaluation form, school policy documents, safeguarding arrangements and minutes of management and governing body meetings, and the School Improvement Partner's reports. The responses to the pupils' questionnaires were scrutinised along with 106 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The teachers' assessments and pupils' work were scrutinised to test the accuracy of the 2010 assessments and to check the school's claim that achievement and learning and progress for current pupils are outstanding.
- The pupils' behaviour, and particularly their contribution to supporting each other and working together, was looked at in detail to check the school's claim that they are outstanding.
- The leadership of the school was reviewed at all levels to assess the school's capacity to meet the needs of current pupils and the demands of an increasing number of pupils.
- The response of the school to the two key issues from the last inspection report of improving writing and provision in the Early Years Foundation Stage were explored to test if the school had made the improvements required.

Information about the school

The school is larger than average and has grown in size since the previous inspection. It will have two forms of entry as it moves into a new building to accommodate this increase in numbers in January 2012. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority-ethnic groups is very high. The proportion of pupils who speak English as an additional language is also very high. The number of pupils with special educational needs and/or disabilities is below average and the number with a statement of special educational needs is average. The school has achieved the national healthy schools standard, Manchester Healthy School Gold status and the Financial Management Standard in Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Acacias Community School is outstandingly effective in meeting the needs and raising the attainment of its richly diverse population. Outstanding drive, ambition and focused leadership, never complacent despite its obvious successes, have created an outstandingly caring and highly successful school. Pupils, parents and carers are delighted to be part of this vibrant and harmonious community. The school is rightly held in high regard by the local community and is increasing its size to meet this growing demand. It is about to move into a splendid new building which offers many exciting opportunities particularly to the Early Years Foundation Stage for outdoor play and learning. A significant strength of the school is that, while this preparation has occupied substantial leadership time, significant progress has been made in improving the current provision and sustaining pupils' high attainment and personal development. A remarkable achievement!

The school welcomes pupils from a very wide cultural mix, for example, 16 languages are spoken across the school community. Pupils from all these backgrounds, including those with special educational needs and/or disabilities, make outstanding progress from what, for many pupils, are very low skills on entry to the school, particularly in language and communication. Consequently, attainment is high by the time pupils leave the school. The written work, for example, seen across the school and particularly in Year 6 is of a very high quality, both in the depth and complexity of content and in the quality of presentation. The pupils and teachers are rightly proud of this achievement. This is the direct result of outstanding teaching and a very rich, exciting and extensively developed curriculum which stretches well beyond school through the many visits and residential opportunities available to pupils.

Pupils feel very safe and thoroughly enjoy school. This is due to the outstanding care, guidance and support pupils receive and the exceptional emphasis placed on developing pupils' personal development skills as well as their levels of attainment. Playtimes are delightful to watch as older pupils take responsibility for organising activities supporting individual children who need help to take part or who would just prefer to have a quiet time. Safeguarding arrangements are good and pupils, and their parents and carers, say they are very safe, well cared for and are very confident to move on to their next school. Behaviour is exemplary. Pupils are proud to behave well, for example, encouraging each other to line up at the end of play or in assemblies. Attendance is above average, an excellent outcome given the support the school gives to its community to enable them to meet and share in the various religious celebrations and holidays.

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Leadership is outstanding overall but has rightly identified, given the increasing size of the school, the need to share responsibilities across a larger group of staff; plans are in place to do this. The school knows its strengths very well and constantly strives to improve on what is already outstanding provision. Response to the issues raised in the previous inspection has been determined, focused and very successful. The overall quality of writing is now exceptional and the Early Years Foundation Stage is now strongly good and poised to become excellent. The school has again rightly identified the need to further develop the recently introduced techniques of assessing children's learning through outdoor play. The school therefore has outstanding capacity to improve.

What does the school need to do to improve further?

- Extend the leadership skills of more staff and governors by implementing the plans to train more middle leaders and governors so that they are able to lead, monitor and evaluate the effectiveness of all aspects of the new school's work.
- Improve the Early Years Foundation Stage, particularly by further developing the techniques used to assess children's learning through outdoor play, so that it becomes outstanding when it moves into its new purpose-built accommodation.

Outcomes for individuals and groups of pupils

1

Learning seen in lessons is outstanding in almost all age groups and particularly for pupils in their final year in the school. Pupils are attentive, excited by the challenges given to them and keen to do well. They show, as evidenced by the extensive writing seen in both English work and the wide-ranging topic work, high levels of resilience and determination to use the skills they have learned to good effect. Some of the writing seen was of a very high quality indeed, not only creative but also deeply analytical. For example, a Year 6 pupil crisply and concisely wrote, 'Although the sports shoe is a success, there are a few inadequate aspects in its design.' and then went on to detail these at length. Attainment by the end of Year 6 is high and this represents outstanding achievement given the pupils' below average attainment on entry to the school. The national tests for Year 6 were not taken last year, but rigorous and robust teacher assessments, moderated in conjunction with another school, confirmed these pupils matched the high outcomes and outstanding progress seen in previous years. Work seen during the inspection also showed these high standards have been maintained. The very specific language needs of the many different minority-ethnic groups are exceptionally well catered for through high-quality teaching and focused support for those pupils who speak English as an additional language.

Year 6 pupils are confident, articulate and accept high levels of personal and group responsibilities. Their contribution to their school and their community is exceptional. Pupils across the school delight in supporting each other in lessons or in the playground. The playground leaders, school council and other pupils take their support roles very seriously, showing high levels of care for their friends and peers. Pupils show very high

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levels of understanding of how to keep themselves and others safe and how to maintain a healthy lifestyle as shown by their enthusiastic approach to physical education lessons and their very active play at lunchtimes. The rich, diverse cultural mix is used as a deep and extensive resource by the school to support pupils' personal development. This community works and plays exceptionally well together in harmony where all cultures and beliefs are shared, valued and celebrated. Hence pupils' spiritual, moral social and cultural development is outstanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Overall teaching is outstanding and nothing seen during the inspection was less than good. Teachers have a very strong understanding of how to meet the needs of the diverse population of the school. Lessons are planned sensitively and exceptionally well to take into account the very varied language skills of pupils, particularly lower down the school, so that all are able to access the diverse and rich curriculum on offer. The development of speaking and listening and particularly of reading and writing is exceptional. Very effective teaching promotes mathematical skills very well and,

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

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consequently, attainment is well above national averages. However, opportunities for exploration and investigation in mathematics are not as well developed. Assessment to support learning is good. There are examples of high-quality, analytical marking in English and topic work which challenges pupils to improve and gives good advice to support this. Marking in mathematics, however, is not consistently informative.

The outstanding curriculum provides a rich range of experiences which promotes literacy and numeracy development strongly. A recent move to teaching other subjects through topic work is paying dividends as pupils are able to learn other subjects in real contexts and in depth in specific aspects. The topic books seen were of particularly high quality with extensive, well structured and extremely well presented work. Pupils say they enjoy this approach and it is evident in the quality of their work. There is an extensive range of extra-curricular activity. For example, during the inspection, Year 1 and 2 pupils were off-site at a singing festival and also visiting the local science museum and Year 6 wrote extensively about how they had personally developed through facing physical challenges during a residential visit.

The care, guidance and support for this very culturally diverse community are outstanding. Support in early English language acquisition, the individual care for specific pupils with special educational needs and/or disabilities and for those pupils very new to the area and the school is exceptionally well focused. The use of a very wide range of support agencies and the excellent work of the support staff in lessons and beyond is a key feature of this outstanding care. This is very well evidenced by the pupils', parents' and carers' overwhelming endorsement of all the school offers. Transition arrangements into the nursery department and then into other key stages and on to secondary school are of a very high quality, so pupils quickly settle and achieve and enjoy at each stage of their school career.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is exceptionally well led by the headteacher, his deputy and team leaders and the business manager. Improving outcomes resulting from an intense focus on staff development and particularly in developing the teaching of reading and writing are evidence of outstanding leadership of teaching and learning. The opportunities and challenges presented by the new building and the increasing population are well understood and the school has good plans in hand to improve and extend leadership to

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meet this challenge. For example, more staff are to be trained to take on monitoring and evaluating roles. The good governing body provides effective support and rightly recognises the opportunity to step up its level of support and challenge as the new school develops. Outstanding achievement and outcomes across all groups of pupils are testimony to the school's highly-effective approach to promoting equality of opportunity and tackling discrimination. Safeguarding systems are good. The school has thoroughly evaluated the potential hazards in the current school so that all pupils are very well cared for in this old and outdated site. The school's promotion of community cohesion is excellent. This is a very harmonious and cohesive community and the school works extremely well with all groups and uses this diversity to great effect to promote pupils' personal development and their understanding of the wider world. Given the outstanding outcomes the school gives outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation stage has improved substantially since the previous inspection. Teaching is consistently good and there are examples of outstanding teaching, particularly in the way activities are related to the current themes. For example, the Reception class was a delight to watch as they danced while changing from 'egg to tadpole to frogs' with great enthusiasm and precision. Similarly, Nursery children were enthralled by the live chicks that had hatched in their classroom. Teachers have very good knowledge of children's development needs based on accurate assessment when they start school. Recent developments, particularly in developing

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learning through play in the classroom and outside areas, are resulting in substantially more children reaching age-related expectations by the time they move into Year 1. However, there is still a significant minority at an early stage of development. Very close liaison with the Key Stage 1 team ensures that the specific needs of the children are known and planned for. This ensures transition between classes is excellent and is one of the notable elements of the outstanding care, guidance and support all pupils receive. Consequently, by the time children move on to the main school, while their attainment is still below average, this represents good progress academically and personally from their very low starting points.

Leadership has been strengthened since the previous inspection through good links with known outstanding providers. A very well planned and executed investment in accommodation and equipment and material supports outdoor learning. This investment, made despite the impending move into the new school, is a sign of the high importance placed by the school on improving this phase. Innovative uses of technology to record children's achievements have been introduced recently to capture children's learning as and when it happens. While this is beginning to be used effectively to record progress, work is rightly in hand to refine the assessment process in order for this aspect to become outstanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming view of parents and carers is that Acacias provides extremely well for their children's needs in a very safe and happy environment. The proportion who strongly agree with the school's work is very high, particularly in relation to their children enjoying school, feeling safe, being informed about progress, the way the school meets individual needs, the way the school is led and their overall satisfaction with their child's experience in school. Inspectors endorse these views and found many aspects of the school to be outstanding and nothing less than good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Acacias Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 393 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	72	30	28	0	0	0	0
The school keeps my child safe	75	71	31	29	0	0	0	0
The school informs me about my child's progress	73	69	30	28	0	0	0	0
My child is making enough progress at this school	65	61	37	35	4	4	0	0
The teaching is good at this school	72	68	33	31	1	1	0	0
The school helps me to support my child's learning	65	61	39	37	2	2	0	0
The school helps my child to have a healthy lifestyle	66	62	40	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	56	53	41	39	2	2	0	0
The school meets my child's particular needs	65	61	36	34	4	4	0	0
The school deals effectively with unacceptable behaviour	60	57	39	37	0	0	1	1
The school takes account of my suggestions and concerns	62	58	36	34	4	4	0	0
The school is led and managed effectively	68	64	36	34	2	2	0	0
Overall, I am happy with my child's experience at this school	68	64	37	35	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 April 2011

Dear Pupils

Inspection of Acacias Community Primary School, Manchester, M19 2WW

Thank you for the way you greeted us and shared your experiences of life in your school. It was great pleasure to spend our time with you. We, like you and your parents and carers, think you go to an outstanding school. We were impressed by the way you support each other in lessons and particularly in the playground. It is easy to see that you all get on so well together and enjoy sharing your own cultures and experiences, for example, when you celebrate each other's festivals.

You clearly enjoy being at school very much. The delightful stories from last year's leavers of lasting friendships forged, fears and challenges conquered and skills and knowledge gained, are testimony to how well you achieve and enjoy your time at your school. Because of this, your test results at the end of Year 6 are always well above average and you make outstanding progress while in school. We were very impressed by the quality, detail and length of your writing and the effort you put into your presentation. Well done! Your teachers and the support team are excellent, so you are very well taught and are given a very wide range of exciting and challenging activities in school and through the many visits you make. The care you receive from your staff is first class so all of you feel safe and well supported.

We think your school is very well led and the staff have been planning very well for the move to your new school, which must be a really exciting event for you all. Your teachers know you are at a great school but also want to make it even better so are looking to extend the way they lead the school. They have also put a lot of work into improving the opportunities for creative outdoor play in the Nursery and Reception classes and have plans to make that even better when you move. We wish you all the success in your new building. Keep up your exceptionally good work and particularly the great way you work and play together.

Yours sincerely

Mike McLachlan

Lead inspector

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Abbey Hey Primary School

Inspection report

Unique Reference Number	105386
Local Authority	Manchester
Inspection number	355769
Inspection dates	25-26 May 2011
Reporting inspector	Jane Millward HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Anthony Thompson
Headteacher	Gaynor Moorhouse
Date of previous school inspection	3 October 2007
School address	Abbey Hey Lane Gorton Manchester M18 8PF
Telephone number	0161 223 1592
Fax number	0161 231 0422
Email address	head@abbeyhey.manchester.sch.uk

Age group	3-11
Inspection date(s)	25-26 May 2011
Inspection number	355769

Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Fourteen lessons were observed taught by 14 teachers. Meetings were held with groups of pupils, members of staff and the Chair of the Governing Body. Inspectors observed the school's work and looked at a range of documentation, including the school development plan, pupils' work, progress data, minutes of governing body meetings, attendance data and safeguarding policies and records. They analysed 133 inspection questionnaires completed by parents and carers as well as those submitted by staff and pupils.

Information about the school

Abbey Hey is much larger than the average primary school with nursery provision on-site. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of pupils with special educational needs and/or disabilities is above average. Numbers of pupils from minority ethnic backgrounds are in line with the average. For the last three years, pupils' attainment at the end of Key Stage 2 has exceeded the minimum level set by the government. The school has gained Healthy School status and holds the Arts Mark and the Sports Mark. A breakfast club, run by the governing body, is available each morning.

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Inspection judgements

Overall effectiveness	4
Achievement	4
Teaching	4
Leadership and management	4
Behaviour and safety	3
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	No

Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires 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 do not achieve as well as they should during their time at school. This is particularly the case in Key Stage 1 but there is also underachievement in Key Stage 2. A history of underperformance has resulted in persistently low attainment over time. Children in the Early Years Foundation Stage make good progress given their starting points.
- Teaching overall is not strong enough to eradicate previous underperformance. There is insufficient good teaching to accelerate pupils' progress, raise attainment or make up for lost ground. Pupils' enthusiasm is curbed because lessons lack pace and sufficient challenge. Assessment data held by the school are not used effectively enough either to secure an accurate view of current attainment or to ensure that pupils' needs are met. Marking is inconsistent and it does not provide pupils with an accurate view of how well they are doing. Much work remains unmarked and therefore teachers are unable to plan lessons which build effectively on pupils' prior learning. In too many cases, work is incorrectly matched to the needs of learners.
- The school knows its pupils well and their personal development and well-being is given a high priority. Pupils whose circumstances make them vulnerable are well cared for, and support from external agencies provides well-targeted and timely interventions. Pupils are keen to improve their school and have raised

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money to improve facilities, for example, purchasing new playground equipment.

- The school's leaders and managers have not secured improvements and their overall impact on pupils' achievement is not effective. The schools' systems have not been evaluated rigorously enough and have not secured much needed improvement. The governing body, despite providing effective support to eradicate the school's deficit budget, has not been vigilant enough in monitoring the school's performance or active enough in helping to arrest its decline.
- Pupils' behaviour is satisfactory. They are polite and courteous in school and say they feel safe. In many lessons seen during the inspection, pupils were passive in their learning. Attendance is low but evidence shows that, by the implementation of targeted strategies, it is beginning to improve for some groups of pupils.

What does the school need to do to improve further?

- Raise pupils' attainment and improve rates of progress in English and mathematics by:
 - matching work to the needs of all learners
 - ensuring the more able are sufficiently challenged
 - ensuring teachers are secure in the assessment of pupils' learning and that assessments are regular and timely.
- Improve the overall quality and consistency of teaching and learning, including the use of assessment by:
 - making learning more practical and involving pupils more in their learning
 - ensuring assessment better informs teachers' planning and teaching
 - ensuring marking helps pupils to make progress.
- Improve the effectiveness of leadership and management by:
 - empowering key senior and middle leaders to take responsibility for improving outcomes for all learners
 - sharpening the governing body's ability to hold the school to account
 - strengthening monitoring and evaluation procedures
 - improving the strategic use of assessment information so that leaders can intervene in a more timely way
 - ensuring middle leaders have a greater impact on improving their subject areas
 - improving the way behaviour and racist incidents are recorded and monitored.
- Reduce the level of pupils' absence by vigorously promoting good attendance

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and impressing on parents and carers their role in ensuring better attendance.

Main report

Achievement

Pupils' learning in the classroom is not rapid or secure enough and too little progress is made due to ineffective teaching. A lack of awareness of current levels of attainment results in lessons that are incorrectly pitched so pupils do not achieve as well as they might. Pupils' achievement has remained stubbornly low over time and procedures to challenge underperformance have not been successful enough. Children enter the Early Years Foundation Stage with skills well below those expected for their age. Due to effective teaching in the Nursery and Reception classes, they make good progress and enter Key Stage 1 broadly in line with national expectations. By the end of Year 2, pupils have made inadequate progress and have regressed in their learning.

Attainment is significantly below the national average and has been so for the past three years. Little has been done to halt this decline. Attainment overall is low at the end of Key Stage 2, despite an improvement in 2010. Data currently held by the school indicate that the trend of low performance will continue because pupils are not making sufficient gains in their learning. Pupils known to be eligible for free school meals have not achieved as well as their peers in the past; the data indicate this gap remains and these pupils continue to underperform. Pupils with a special educational needs and/or disabilities receive support, and interventions have been implemented, for example, Every Child a Reader. The impact of this work is monitored and is beginning to make a positive contribution to pupils' attainment. Nevertheless, this group of pupils continues to underachieve, particularly in mathematics.

Attainment in reading is significantly below national expectations at Key Stages 1 and 2, and data over time show little improvement. There is insufficient evidence of the school narrowing the achievement gap in reading between groups of pupils. Pupils are, however, keen to read and display positive attitudes to reading. They are taught strategies to decode words and a programme to teach phonics is in place. The school has monitored the way in which reading is taught and the format in which the youngest children are taught to read has altered as a consequence. The impact of this work remains in its infancy.

Teaching

The quality of teaching across the school is too variable and overall is inadequate. There is insufficient good or better teaching at both Key Stages 1 and 2 to ensure pupils make the progress that they should. Pupils do not build on prior learning, or receive appropriate challenge or support and, as a consequence, achievement is

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

inadequate. Teaching is failing either to turn round low attainment or enable brisk learning. Therefore, pupils' learning and progress remains inadequate. In the minority of lessons where teaching was effective, teachers injected pace and organised learning into manageable sections. Pupils were challenged to think and explain their work to teachers who then assessed how well they were learning. However, in too many lessons low expectations prevail and learning does not match pupils' needs.

Assessments are not used effectively and tasks and activities are often inappropriate so do not support pupils in making progress. The marking of pupils' work is inconsistent. Some marking, most noticeably in literacy, is effective; it follows school policy and guides pupils on how to improve. However, too much work is unmarked and pupils are unaware of their next steps in learning; teachers are unable to monitor the progression of skills, knowledge and understanding and are unaware of the next steps pupils need to take. School leaders monitor teaching and learning but hold an over-optimistic view of the quality of provision. Their work has not resulted in improvements in teaching and learning and so has not had sufficient impact on pupils' achievement.

Leadership and management

The headteacher is committed to the school, yet leaders and managers have not been successful in driving improvement since the last inspection. As a result, pupils are not achieving as well as they should. The procedures for monitoring and evaluating the school's performance lack sufficient rigour. While lesson observations and scrutiny of planning and pupils' books takes place, this is not leading to sufficient improvements. Leaders do not have an accurate picture of pupils' achievement or of the progress they make as they pass through the school. All staff are keen to promote equal opportunities, but this is inadequate because too many groups are underachieving. Middle leaders do not have a firm grasp of what needs to be done in their subject areas and are having little impact on school improvement.

The governing body is supportive of the school but is not sufficiently involved in helping to shape its direction. Nevertheless, it has improved the financial management by reducing the deficit budget and enhancing the school buildings. The governing body manage a breakfast club on-site which is popular with pupils and provides a good start to the day. Leadership in the Early Years Foundation Stage is good and leads to children making good progress and achieving well. The school has clear policies to ensure the safeguarding and welfare of its pupils. Spiritual, moral, social, and cultural development are satisfactory. Pupils display a sound knowledge and understanding of social and moral issues, but they are less secure in their understanding of other dimensions. The school has inadequate capacity for further improvement as, despite addressing a few areas of weakness, improvements are insufficient and fragile.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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Behaviour and safety

In the lessons observed during the inspection behaviour was satisfactory. In the more effective lessons, where pupils were active in their learning, behaviour was better. In the weaker lessons, pupils lacked enthusiasm and were either too passive or became restless and low level disruption occurred. This is because their learning needs are not catered for adequately. Pupils generally get on well together and are aware of the consequences of their actions. They move around school safely and assess and manage risk appropriately. A few pupils reported that they were made unhappy by the behaviour of some of their peers. The school monitors behaviour and incidents of bullying and racism. While strategies to tackle such incidents are in place, record keeping could be improved.

The school works closely with a range of external agencies to provide support and guidance to those pupils whose circumstances make them vulnerable. Their needs are met and they develop effective relationships with adults in school. Attendance is low: however the school has strategies to reduce absenteeism and the most up-to-date data show signs of improvement. The number of pupils who are persistently absent has declined. Pupils, parents and carers who responded to the inspection questionnaire are supportive of the school's work. Pupils feel safe and say they are listened to if a problem arises. A few concerns were raised with regards to behaviour and bullying. The inspection team investigated these issues and found behaviour to be satisfactory overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Abbey Hey Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	85	64	46	35	1	1	0	0
Q2 My child feels safe at school	81	61	50	38	1	1	0	0
Q3 The school helps my child to achieve as well as they can	77	58	50	38	4	3	0	0
Q4 The school meets my child's particular needs	65	49	60	45	4	3	1	1
Q5 The school ensures my child is well looked after	80	60	51	38	2	2	0	0
Q6 Teaching at this school is good	72	54	54	41	3	2	2	2
Q7 There is a good standard of behaviour at this school	54	41	72	54	3	2	0	0
Q8 Lessons are not disrupted by bad behaviour	48	36	64	48	10	8	2	2
Q9 The school deals with any cases of bullying well	47	35	65	49	11	8	1	1
Q10 The school helps me to support my child's learning	71	53	56	42	4	3	1	1
Q11 The school responds to my concerns and keeps me well informed	65	49	60	45	6	5	1	1
Q12 The school is well led and managed	75	56	52	39	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
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Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none">■ The achievement of all pupils.■ Behaviour and safety.■ The quality of teaching.■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none">■ how well the school promotes pupils' spiritual, moral, social and cultural development.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2011

Dear Pupils

Inspection of Abbey Hey Primary School, Manchester. M18 8PF

On behalf of the inspection team, I would like to thank you for the friendly welcome you gave us when we inspected your school recently. As you know, we came to see how well you are doing, and what you said helped us with our findings.

You told us that you are happy to come to school and enjoy your work. Even though some of you told us that you are not so pleased with the behaviour of some pupils, we judged behaviour to be satisfactory overall. We noted how much you like to help the school and community and we were impressed with the amount of money you raise to improve the school's facilities, for example, with new playground equipment. Those of you who attend the breakfast club get a good start to the school day.

We judged that your school needs special measures. This means that there are many important things that need to be improved quickly so that you can all learn as well as possible. In the future, inspectors will visit the school regularly to check how well things are improving. We have asked for improvements in the following areas:

- making sure that you all make better progress in English and mathematics
- improving teaching so that you can learn more
- setting up systems to check how well the school is working so that staff know what needs to improve
- making sure the governing body knows exactly what it has to do and which questions to ask to help the school to improve
- raising rates of attendance.

There are things you can do to help improve your school including attending regularly, working hard and always doing your best.

Yours sincerely,

Jane Millward
Her Majesty's Inspector

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Mauldeth Road Primary School

Inspection report

Unique Reference Number	105426
Local Authority	Manchester
Inspection number	363697
Inspection dates	6–7 April 2011
Reporting inspector	Denise Shields

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair	Ms Janice Orchard
Headteacher	Mr Andrew Kilcoyne
Date of previous school inspection	17 March 2008
School address	Mauldeth Road Withington, Manchester Lancashire M14 6SG
Telephone number	0161 2243588
Fax number	0161 2484462
Email address	head@mauldethroad.manchester.sch.uk

Age group	3–11
Inspection dates	6–7 April 2011
Inspection number	363697

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 18 lessons or part-lessons and these included the observation of 17 teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances may make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. Questionnaires returned by staff and the 162 questionnaires returned by parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Inspectors evaluated the rigour of the schools arrangements to monitor and secure improvements in levels of attendance.
- They considered the extent to which leaders and managers, at all levels, can demonstrate the school's capacity for securing sustained improvement.
- The inspection team explored how well children in the Early Years Foundation Stage develop their skills in all areas of learning in the outside area.

Information about the school

This is a larger than average-sized primary school. Nearly three quarters of the pupils are from a range of minority ethnic heritages. Around two thirds of these speak English as an additional language, with most at an early stage of learning English. This is much higher than average. A very small proportion of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well-above average. An above-average proportion of pupils are assessed as having special educational needs and/or disabilities. The school has achieved the Basic Skills Quality Mark, Activemark and Eco School Silver awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Mauldeth Road is an outstanding school. Leaders and managers are highly effective. This is a major factor in the success of the school. There is a very firm focus on securing the best possible experiences for all pupils to promote their academic and personal development and to lift their aspirations. Self-evaluation is excellent and robustly establishes links with and drives future development planning. The impact of actions taken to tackle key priorities is carefully evaluated. Since the previous inspection, almost every aspect of the school's work has improved and the areas identified for improvement have been successfully addressed. As a result, the school demonstrates an outstanding capacity for sustained improvement.

Outstanding arrangements promote community cohesion and equal opportunities and help the school to tackle any potential discrimination. The school's extensive partnerships with an exceptionally wide range of organisations have a significant impact on pupils' all-round education and ensure that excellent care and support are provided for pupils and their families. These are just some of the reasons why pupils grow so much in confidence and self-esteem and learn to value others. Many aspects of pupils' personal development are outstanding. For example, spiritual, moral, social and cultural development is excellent. Pupils make an exceptional contribution to the school and wider communities. The very welcoming and caring atmosphere, within which pupils are highly valued, ensures that from the Nursery onwards, pupils feel extremely safe, happy and behave exceptionally well. Attendance is average. Rigorous arrangements to monitor and promote attendance have resulted in a significant reduction in absenteeism. Children in the Early Years Foundation Stage have a good start to their education. They enjoy learning and achieve well. In the main, learning areas are well resourced but occasionally, the range of activities that children can choose for themselves both indoors and outside is too narrow, and their purpose is not always sufficiently clear. This restricts the chances children have to choose to learn independently and, consequently, sometimes their progress slows.

Teaching is never less than good and is frequently outstanding. The excellent curriculum is rich and meaningful for pupils, with lots of varied activities that promote their enjoyment of learning. There are plentiful opportunities for pupils to practise and enhance their basic skills in a wide range of subjects. Consequently, pupils make outstanding progress. By the end of Year 6, their attainment is above average in English and mathematics. Significantly more pupils than average attain higher levels in these subjects. Taking account of pupils' varying needs, abilities and the high proportion who speak English as an additional language, this represents outstanding achievement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by ensuring that a wider range of purposeful activities that children can choose for themselves, covering all areas of learning, is consistently available indoors and outside.

Outcomes for individuals and groups of pupils

1

Overwhelmingly, pupils say that they enjoy learning. The vast majority are very well motivated and show high levels of concentration. Most pupils work enthusiastically with a partner or in groups and this is helping them to become confident learners. Almost all pupils try their best at all times. Nearly all pupils, even the very youngest, are keen to help and support each other. A notable feature is the help pupils give to those who are new to the school, or who are at an early stage of learning English. This has a positive impact on their achievement and enjoyment of learning.

Pupils' achievement is outstanding. Just recently, the profile of children's skills on entry to Nursery has changed and is typically below what is expected for their age. For pupils currently in Key Stage 2, their start points were well below expectations. Pupils with special educational needs and/or disabilities make excellent progress because of the very sensitive and effective guidance they receive from all adults who help them. The emphasis on developing all pupils' language and communication skills is highly effective. As a result, pupils make rapid progress, especially those who speak English as an additional language or are at an early stage of learning English. Work is tightly matched to pupils' needs and abilities and pupils say they learn a lot in their lessons. Consequently, their progress is never less than good and is often outstanding.

Pupils' have an excellent understanding of diversity both in Great Britain and other societies abroad. Their awareness of environmental issues is very strong. Pupils state very confidently that their views are listened to and acted upon and that they are able to contribute to the school's improvement. The vast majority of pupils have a good knowledge of how to live healthy lifestyles. The school successfully equips pupils with excellent life-skills, increases their self-confidence and develops their enjoyment of learning. By the time they leave at the end of Year 6, pupils are mature self-assured young citizens. These very strong personal qualities, together with their above-average basic skills and average attendance levels, prepare them well for their next stage of learning.

These are the grades for pupils' outcomes

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

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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The overall quality of teaching is outstanding and a key strength is the friendly relationships that are evident in all lessons. This gives pupils the confidence to tackle new tasks and to ask for help when they need it. In the very best lessons, the use of practical activities, information and communication technology (ICT) and extremely skilful questioning engages pupils' interest and extends their knowledge and skills. In almost all lessons varied opportunities are provided for pupils to talk in pairs and small groups; this successfully promotes their speaking and listening skills. Teaching assistants provide carefully tailored guidance for those who find learning more difficult or who are at an early stage of learning English. All teachers have high expectations of what pupils can achieve. This is reflected in the exceptionally high standard of presentation of work in pupils' books. Just occasionally, teachers talk for too long and sometimes tasks are over-directed. High-quality assessment information is used consistently well to ensure that the needs and abilities of all groups are met. Pupils say that their learning targets and written feedback from their teachers help them to understand how well they are doing and how to improve their work.

The curriculum is rich and very carefully organised to suit the learning, physical and emotional needs of all pupils including those with special educational needs and/or disabilities. This allows pupils to achieve exceptionally well academically and in their personal development. Themed events, such as 'aspirations week' make a strong contribution to broadening pupils' horizons. Opportunities to gain first-hand experience, for example through educational visits and visitors, are very effectively integrated with pupils' work and have a significant impact on raising their self-confidence. An extensive

Inspection report: Mauldeth Road Primary School, 6–7 April 2011

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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

range of activities beyond lessons, as well as the opportunity to learn Spanish, are all greatly enjoyed by pupils.

All adults know pupils extremely well. Consequently, pupils have complete confidence that there is an adult to turn to if they are sad or troubled. Overwhelmingly, pupils say adults will always listen to them. There is excellent help for individuals, including for those whose circumstances may make them vulnerable and for those with special educational needs and/or disabilities. This has led to impressive improvements in their attendance, learning, behaviour and self-esteem. The school works exceptionally hard to encourage parents and carers to ensure their children attend school regularly. This relentless focus has brought about steady improvement. Arrangements are effective to help pupils move from year group to year group and then onto secondary school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The pursuit by the headteacher to secure the best possible opportunities for all pupils in order to broaden their horizons is exceptional. It enables pupils to make the most of their time at Mauldeth Road. His commitment to the school is shared by all who work there. Morale is very high. Senior and middle leaders and managers are extremely capable. Systems to monitor and evaluate the school's work and to track pupils' progress are very detailed and robust. Consequently, everyone has a very clear picture of the school's performance and what needs to be done to secure improvement.

Governors work closely with the school. They provide effective support and are not afraid to ask challenging questions. They are fully involved in shaping the future direction of the school and monitor the quality of provision well. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Safeguarding arrangements are particularly well integrated into the curriculum and so pupils have an excellent awareness of how to keep themselves safe.

Excellent arrangements promote equal opportunity and help the school to ensure no groups are subject to discrimination or achieve less well than others. As a result, the school is a very happy, harmonious community in which to work and learn. The numerous very positive views expressed by pupils, staff, and parents and carers confirm this. Community cohesion is outstanding, with significant strengths within the school's community and the immediate local area. The school provides excellent opportunities to extend pupils' understanding of national and global communities. Many and varied

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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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partnerships with other schools, community and religious groups, as well as external organisations, help to improve the quality of pupils' education and support their well-being exceptionally well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children are warmly welcomed into the Nursery and Reception classes. Good liaison with parents and carers and effective induction arrangements ensure that children settle quickly and follow routines. Children are cared for exceptionally well. As a result, they have very trusting relationships with adults, behave extremely well, play happily together and enjoy learning. Teaching and learning is good and so children make good progress. Effective support and teaching, by the bilingual teachers and assistants, enable children who are at an early stage of learning English to make the same good rate of progress as their friends.

Overall, there is a good range of planned activities that has an appropriate balance between those that children can choose for themselves and those led by an adult. However, occasionally, too much emphasis is placed on teaching the whole class and this limits children's opportunities to develop their independent learning skills. Sometimes, both indoors and outside, the range of activities is not wide enough and tasks do not always have a clear enough purpose. Consequently, on these occasions children's learning is more limited. The leadership and management of the Early Years Foundation Stage are good. All adults work together effectively as a team. Leaders have a good view of what to do next to develop the phase further.

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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Inspectors received an above-average response to the inspection questionnaire. Almost all of the parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. A few parents and carers consider that the school does not ensure their children are well prepared for the future. Through their extensive review of the school's records and discussions with pupils and staff, the inspectors found the school has efficient arrangements to prepare pupils for their next stage of learning.

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Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mauldeth Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 162 completed questionnaires by the end of the on-site inspection. In total, there are 348 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	69	47	29	1	1	1	1
The school keeps my child safe	113	70	48	30	0	0	0	0
The school informs me about my child's progress	79	49	74	46	7	4	0	0
My child is making enough progress at this school	79	49	75	46	4	2	2	1
The teaching is good at this school	92	57	67	41	0	0	0	0
The school helps me to support my child's learning	69	43	81	50	7	4	0	0
The school helps my child to have a healthy lifestyle	72	44	87	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	46	65	40	12	7	1	1
The school meets my child's particular needs	73	45	79	49	2	1	1	1
The school deals effectively with unacceptable behaviour	72	44	83	51	2	1	0	0
The school takes account of my suggestions and concerns	58	36	87	54	6	4	0	0
The school is led and managed effectively	95	59	62	38	2	1	0	0
Overall, I am happy with my child's experience at this school	99	61	57	35	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

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Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

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Percentages are rounded and do not always add exactly to 100.

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Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
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Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 April 2011

Dear Pupils

Inspection of Mauldeth Road Primary School, Manchester, M14 6SG

Thank you for helping with the inspection of your school. You were all very friendly and helpful and your views and those of your parents or carers helped the inspection team to come to the judgement that your school is outstanding. These are some of the things with which we were really impressed.

- You all behave extremely well and get along with each other.
- You told us you have lots of activities after lessons, interesting visits and visitors, and these help you to learn many new things. We agree.
- You also told us that your teachers make lessons interesting and the work they give you is just right for you. We agree. As a result, you all make excellent progress and your achievement by the time you leave at the end of Year 6 is outstanding.
- Those of you who sometimes find learning more difficult, or are just starting to learn English, have lots of really good support and help.
- You told us that all the adults care for you tremendously well and this helps you to feel extremely safe and happy at school. We agree.
- Your headteacher, other staff and governors know the school very well and they are extremely good at finding ways to make your school even better.
- The children in the Nursery and Reception classes have a good start to their education. They enjoy learning, but sometimes there are not enough fun activities for them to choose from indoors and outside. We have asked your school to make sure there are always lots of exciting tasks for children to try for themselves.

Thank you again for helping with the inspection. Please keep trying your best at all times.

Yours sincerely

Denise Shields

Lead inspector

Inspection report: Mauldeth Road Primary School, 6–7 April 2011

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Wright Robinson College

Inspection report

Unique Reference Number	105564
Local Authority	Manchester
Inspection number	355800
Inspection dates	9–10 May 2011
Reporting inspector	John Paddick

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1758
Appropriate authority	The governing body
Chair	Mr Colin Brierley
Headteacher	Mr Neville Beischer
Date of previous school inspection	9 January 2008
School address	Falmer Close Off Abbey Hey Lane, Gorton Manchester M18 8RL
Telephone number	0161 3705121
Fax number	0161 3718287
Email address	c.shaw@wrightrobinson.co.uk

Age group	11–16
Inspection dates	9–10 May 2011
Inspection number	355800

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Introduction

The inspection was carried out by six additional inspectors. They visited 42 lessons involving 42 teachers. Inspectors scrutinised a wide variety of students' work, especially in English, mathematics and science. They held meetings with the headteacher, senior leaders, subject managers and the Chair of the Governing Body. Inspectors also met with groups of students from Years 7 to 11. They observed the school in session and looked at minutes of the governing body meetings, the school development plan, records of students' progress and safeguarding documentation. Inspectors analysed 187 questionnaires from parents and carers, 282 from students in Years 7 to 11, and 47 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What standards students are currently attaining in English, mathematics and science in Years 9 and 11.
- Whether girls and students known to be eligible for free school meals are doing better than they did at GCSE in 2010.
- Whether there is any evidence to show that attainment in the weaker subjects at GCSE in 2010 is improving.
- Whether the college is sustaining recent improvements in students' attendance.
- How well the teachers are marking students' work.

Information about the school

Wright Robinson College moved to a new purpose-built campus in 2007. It is a much larger than average-size secondary school. Most students are from White British backgrounds. The proportion from minority ethnic groups is above average and a few of these are at an early stage of learning to speak English. The proportion of students known to be eligible for free school meals is well above average. Around a fifth of students has special educational needs and/or disabilities, which is average, but the proportion with a statement of special educational needs is above average. More students join the college or leave other than at the normal time. Since the previous inspection, the college has gained many awards, such as Sportsmark Gold with distinction, and the Artsmark Gold.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wright Robinson College provides its students with a satisfactory and improving standard of education. It has many good features, such as the very positive atmosphere for learning and the way in which it cares for and supports all its students as individuals. Parents and carers fully recognise these and other strong features, such as students' good conduct and the way in which the college keeps their children safe. Capacity for sustained improvement is satisfactory. Valued assistance from the local authority, the Greater Manchester Challenge and a high-achieving local secondary school, is helping the college to raise standards. Since the previous inspection, standards and students' attendance have improved substantially but the marking of written work is still too variable in its quality. The college's self-assessment is accurate in most respects and plans to improve teaching and further raise attainment, particularly in English and mathematics, have a high profile.

The college has recently been setting more challenging targets for its students but so far it has been only partially successful in meeting them. For example, the proportion of students gaining five GCSE grades in the range A* to C reached the national average in 2010, but underachievement in English and mathematics by some groups of students meant that other targets were missed. The main reason for the partial rather than full success in meeting targets is that there is a variation in the quality of teaching, which ranges from outstanding to satisfactory. This means that the pace of learning is very variable within some subjects. Good whole-school assessment systems provide managers at all levels with a very clear view of the progress that students are making and enable them to organise effective intervention activities and different approaches when necessary. The college's specialist subjects, physical education and art, lead the way in terms of the progress that students make and the GCSE results they achieve.

Leaders and managers are successful in raising students' attendance and attainment, improving the curriculum, ensuring that the college runs smoothly and providing good care, guidance and support for students. The senior team has the support of the majority of staff but they acknowledge that there is some discontent amongst a small minority, particularly but not exclusively support staff. This is because there is a perception that the efforts of these staff are not fully valued and that some members of the senior leadership team do not always treat them with sufficient consideration. Recently, the college has started to monitor teaching much more frequently but this is usually carried out by senior managers because many of the subject leaders do not have the skills or experience to undertake the role.

Up to 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Improve the quality of the satisfactory teaching to good or better by:
 - planning lessons to cater for the different abilities within classes more effectively
 - reducing the time that teachers spend talking to their students
 - providing more opportunities for group and pair work
 - marking work so that it clearly tells students how to improve their work.
- Improve the quality of leadership and management by:
 - ensuring that all members of the senior leadership team deal with all staff consistently well
 - providing subject leaders with the skills to monitor and evaluate teaching and fully involving them in this activity.

Outcomes for individuals and groups of pupils

3

Students enjoy their education and display positive attitudes to their work. Academic standards are rising in response to a major drive to improve them. The gap between the performance of the college and national averages at GCSE is closing quickly. In 2010, an average proportion of students gained five GCSE results in the range A* to C which was an improvement on 2008 and 2009. However, the proportion of students with five A* to C grades including English and mathematics was still below average. Given that attainment on entry to Year 7 is below average, these results represented satisfactory or better achievement for most students. The significant underachievement at GCSE in 2010 of some groups of girls and students known to be eligible for free school meals is no longer evident in any year group in the college. Robust data from tracking systems and early entry results for GCSE confirm that upward trends are continuing. Careful scrutiny of current work in English, mathematics and science confirms that, although there are still some differences in rates of learning, all groups of students, including those with special educational needs and/or disabilities are making at least adequate progress. Attainment of students in Year 11 in English, mathematics and science, is rising to broadly average and there is a similar picture in Year 9 where many students have already embarked upon GCSE courses.

Students develop good social skills and a sense of responsibility. Their good conduct and maturity are evident in lessons as well as in their movement around the site and at break and lunchtimes. Attendance has improved substantially to broadly average since the previous inspection, when it was well below average. Students have a good grasp of what constitutes healthy living and can give examples of how this affects their eating habits and the way that they take exercise. They are keen to take on responsibility when they are given the opportunity. For example, the Year 7 students speak enthusiastically about their roles in helping pupils from primary schools to settle in. Students say that they feel very safe in the college and parents and carers agree strongly with this view.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Students have a good grasp of the importance of art and sport and have a good understanding of many of the different cultures to be found in Britain and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers promote good relationships with the students and manage their classes well. The better lessons are characterised by thorough planning based on a good knowledge of students' needs. In these lessons, explanations are clear, expectations high and learning brisk. Tasks are varied and interesting, fully engage students and offer many opportunities for independent learning, for example through well-designed activities for pair and group work. In less successful lessons, teachers' planning does not sufficiently take account of students' differing needs and teachers often spend too long on explanations and oral questioning. This causes the pace of learning to decline compared to the better lessons where a variety of well-sequenced activities is much more effective. Good assessment systems enable managers at all levels to track students' progress closely but the marking of students' work is still too variable. Some teachers mark students' work in an extremely diligent manner by correcting important errors,

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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giving accurate feedback about quality and explaining carefully what needs to be done to make improvements. This contrasts strongly with other rather cursory practice which does not offer students sufficient support, particularly those with special educational needs and/or disabilities.

Students benefit from a good curriculum which is enabling them to close the gap on average national standards. It meets their needs and aspirations well and enables many of them to begin to tackle a wide range of courses leading to early accreditation from Year 8. Students value the very wide range of extra-curricular activities and visits that the college provides, particularly of a sporting nature, and participate in them well. Good systems of care, guidance and support firmly underpin the progress that students make and help to promote their good personal development. Students value effective arrangements for transfer from primary schools and to the next stage in their education. They feel that they receive plenty of pastoral assistance whenever they need it. The college does all it can to ensure that students benefit from their education. It has been extremely effective in improving attendance and sustaining it at a higher level than previously. Students found to be falling behind with their work get extra support to enable them to catch up. These are the reasons that almost every student is currently on track to gain GCSE or equivalent qualifications.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leadership team are effectively communicating a shared vision of continuous improvement throughout the college. This is particularly evident in developments in the curriculum and rising standards. They have the full support of the large majority of staff who are happy to be working at the college. However, the college acknowledges that there is a small minority of staff who are discontented and that staff morale is not uniformly good. The governing body is conscientious and supportive of the college. It challenges when appropriate but members are not closely involved in college life and have limited input into development planning and evaluation procedures.

The college is assiduous in tackling any form of discrimination connected with students. However, the promotion of equality is satisfactory because there are still differences in the performance of different groups. Safeguarding procedures meet all requirements and have a high profile in the college's work but documentation is rather cumbersome and disorganised. Good promotion of community cohesion means that the college

Inspection report: Wright Robinson College, 9–10 May 2011

8 of 13

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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enables students to cover the intended strands of religion, ethnicity and socio-economic circumstances well. Consequently, students have a good understanding of belonging to a community and help to promote harmonious relationships between the different religious and ethnic groups within the college and outside it. The college's evaluation of the impact of this provision is at an early stage.

These are the grades for leadership and management

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

Views of parents and carers

Parents' and carers' views are almost uniformly positive. Inspectors found that their collective views very closely matched their own. A few parents had concerns about the college not helping them to support their children's learning and the promotion of healthy lifestyles. Inspectors looked into these and found that the view of most parents more closely represented what they found.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wright Robinson College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 187 completed questionnaires by the end of the on-site inspection. In total, there are 1758 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	35	113	60	5	3	1	1
The school keeps my child safe	84	45	96	51	3	2	0	0
The school informs me about my child's progress	69	37	104	56	10	5	2	1
My child is making enough progress at this school	75	40	98	52	7	4	0	0
The teaching is good at this school	71	38	107	57	3	2	0	0
The school helps me to support my child's learning	53	28	106	57	18	10	1	1
The school helps my child to have a healthy lifestyle	54	29	116	62	15	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	36	104	56	8	4	0	0
The school meets my child's particular needs	56	30	118	63	2	1	0	0
The school deals effectively with unacceptable behaviour	89	48	86	46	7	4	4	2
The school takes account of my suggestions and concerns	47	25	115	61	12	6	4	2
The school is led and managed effectively	75	40	101	54	6	3	1	1
Overall, I am happy with my child's experience at this school	86	46	93	50	6	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

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11 May 2011

Dear Students

Inspection of Wright Robinson College, Gorton M18 8RL

Thank you for making the team so welcome when we came to visit your college recently. A particular thank-you goes to those of you who filled in our questionnaires, met with us at lunchtime, discussed your work and showed us how to get to the lessons we were looking for. We really were impressed by your good behaviour and maturity, and the fact that most of you are enjoying your education.

We found that your college is providing you with a satisfactory and improving quality of education. Students' attainment and progress are rising and GCSE results are improving year on year. Your teachers know exactly how much progress you are making because they check it regularly. We were impressed by the level of extra support that is available for those of you who fall behind, often on a one-to-one basis.

Your college can still improve further and we have asked the governing body, headteacher and staff to make some changes to enable you to make still better progress. These are to:

- make improvements to some lessons so that you spend less time listening to the teacher talking and more time being involved in a range of interesting learning activities
- ensure that teachers always mark your work well and give you a clear idea about how to improve it
- enable some of the staff who lead subjects to play a more effective role in school improvement.

You can help by continuing to behave in a mature manner and by working hard.

Yours sincerely

John Paddick

Lead inspector

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