



Moston Fields Primary School

Inspection report

Unique Reference Number	105427
Local authority	Manchester
Inspection number	377242
Inspection dates	30–31 January 2012
Lead inspector	Liz Godman

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	321
Appropriate authority	The governing body
Chair	Janet Chapman
Headteacher	Ron Peden
Date of previous school inspection	16 November 2009
School address	Brookside Road Moston Manchester M40 9GN
Telephone number	0161 6811801
Fax number	0161 6818923
Email address	admin@mostonfields.manchester.sch.uk

Age group	3–11
Inspection date(s)	30–31 January 2012
Inspection number	377242



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Liz Godman
Michael Cooper
Judith Tolley

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons taught by 12 teachers. Meetings were held with groups of pupils, staff and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and scrutinised data showing pupils' progress, safeguarding documents and the school improvement plan. Inspectors looked at 38 questionnaires returned by parents and carers and others completed by pupils and staff.

Information about the school

The school is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs is broadly average. Most pupils are of White British heritage; although a wide variety of minority ethnic groups are also represented in the school. Some of these pupils speak English as an additional language and a few are at an early stage of learning English. The school meets the government floor standard. The governing body provides a breakfast club for pupils registered at the school.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school, which has improved since the previous inspection. Pupils’ attainment at the end of Year 2 is now broadly average and children’s achievement in the Early Years Foundation Stage is good. Throughout the school most pupils progress at the expected rate, but few make accelerated progress.
- Although attainment dipped in 2011 at the end of Year 6, the current Year 6 cohort is on track to reach the expected levels by the end of the school year. Sometimes though, some pupils, especially the more-able across Key Stage 2, do not always aspire highly or are not challenged sufficiently to reach the higher levels. A few pupils take insufficient pride in the presentation of their work and their handwriting is untidy. Sometimes opportunities are missed for pupils to use information and communication technology (ICT) to present their work.
- Pupils make good progress in the lessons where teaching is good and the work is matched closely to the needs of all the pupils in the class. There is good and outstanding teaching, but some satisfactory teaching remains and the quality of teaching is satisfactory overall. In the satisfactory lessons, the pace of learning slows and the work provided is too hard or too easy for some pupils.
- Pupils say that they feel safe in school and their behaviour is good. Most of their parents and carers agree. Pupils report that bullying is rare and is dealt with effectively. The curriculum develops pupils’ social skills well and pupils show care and respect for others.
- Senior and phase leaders and the governing body know the school well. They work effectively as a team to monitor pupils’ progress and use this information to adjust provision. As a result, teaching is improving, but the examples of highly effective teaching are not shared and adopted consistently.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring inspection by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the consistency of teaching, so that there is more that is good or better by:
 - sharing the good and outstanding practice that exists in the school
 - ensuring that all lessons proceed at a good pace
 - ensuring that all work is planned to match pupils' capabilities more closely.

- Accelerate pupils' progress and raise attainment by:
 - raising pupils' aspirations and expectations
 - ensuring that more-able pupils are challenged consistently to reach the higher levels.

- Improve pupils' pride in the presentation of their work by:
 - adopting a consistent approach to the teaching of handwriting in all classes
 - increasing the use of ICT as a means for pupils to better organise and present their work.

Main Report

Achievement of pupils

Pupils' learning in lessons is satisfactory and sometimes good. Pupils are keen to learn, especially when the lesson interests them. For example, pupils in Year 2 enjoyed rewriting the story of *Little Red Riding Hood* and adding their own twist. Pupils in Years 3 and 4 enjoyed using the research they had done for homework to write factual reports about different sea animals. Disabled pupils and those who have special educational needs take a full part in lessons, especially when the teacher recognises their difficulties, adjusts the lesson accordingly and skilled teaching assistants help them. For example, in a Year 5/6 'nurture' group, the teaching assistant modelled expressive reading and engaged the pupils in animated discussion so that they understood the text. Where learning is less effective across the year groups, pupils do not understand the task, there is some time before they start work or their attention wanders because they have lost some interest.

Children enter the nursery with skills generally below those typical for their age. They settle into routines swiftly, are confident and very enthusiastic. Nursery activities give them a good grounding in all the areas of learning. This gets them off to a good start in developing early communication, reading, writing and counting skills. Good progress continues in the Reception class, where children's progress is checked carefully. Children show a sustained interest in practising their skills in writing and counting because the classroom is bright and stimulating and adults engage with them well.

Pupils make satisfactory progress in Key Stage 1. By the end of Year 2 they reach levels that are broadly average in reading, writing and mathematics. Most pupils by the end of Key Stage 1 can read with understanding and can decode words successfully. In Key Stage 2, most pupils make expected or better progress. In 2011, pupils' attainment in English and mathematics dipped at the end of Year 6 as this was generally a somewhat weaker cohort. The school undertook a thorough analysis and acted quickly to improve provision for the current Year 5 and 6 pupils. These pupils are on track to reach the expected levels by the end of Year 6. The school's tracking data and work in pupils' books confirm this. Almost all parents and carers are happy with their child's progress. A very small number who responded to the questionnaire feel that their children are insufficiently challenged. The data confirm that the proportion of pupils reaching at the higher levels is below average. The inspection found that some more-able pupils are unclear about the level of their work and how to reach the higher levels. These pupils are not always stretched or challenged sufficiently. There are no significant differences in the attainment and progress of other different groups and no gap in the attainment and progress of pupils known to be eligible for free school meals. Disabled pupils and those who have special educational needs make similar progress to these groups nationally.

Quality of teaching

The quality of teaching is satisfactory overall and sometimes good, with occasional examples of outstanding teaching. In general, parents and carers agree. The teaching of the planned curriculum enables pupils' satisfactory achievement in reading, writing and mathematics. Where teaching is good or outstanding, planning for the lesson details how work will match the different levels of attainment and how the needs of individual pupils will be met. The better planning is also adjusted in light of pupils' response in previous lessons, so that the teacher and teaching assistants know which pupils need more help and which pupils can be challenged further. Some teachers are highly skilled in assessing pupils' learning, changing groups and deploying teaching assistants in response. As a result, some, but not all, more-able pupils are provided with greater challenge and those who have special educational needs receive additional help in order to practise their skills. For example, in a Year 1/2 lesson on telling the time, more-able pupils were challenged to solve problems. At the end of the lesson some who had found the activities difficult received extra help from the teaching assistants. Good relationships and planned activities in lessons promote pupils' spiritual, moral, social and cultural development effectively.

Some lesson planning is insufficiently detailed to ensure a close match of work to the needs of all the pupils. Consequently, some pupils struggle to understand what they are to do, or more-able pupils do not produce the work of which they are capable. Where teaching is satisfactory, the pace of learning is sometimes slower because the introduction to the lesson lasts too long, pupils' attention wanders and there is some time before pupils become involved in their work. Pupils do not always understand the steps necessary to transfer the good ideas to a written form. This is because the teacher has not provided them with a clear method or structure to do this. As a result, pupils' well-articulated ideas are not consistently reflected in their writing. Teachers also have varying expectations about how pupils should present their work. Some younger pupils' work is presented well because the teacher emphasises this. In other classes, the content of pupils' work is masked by poor handwriting and

presentation and pupils do not always take enough pride in their work. Opportunities for pupils to use ICT to present their work are also limited.

Behaviour and safety of pupils

Pupils behave well in lessons and around the school. They are eager and well-motivated in lessons and understand how to behave in the classroom. This contributes to a calm school and good attitudes to learning. Inspection observations, the school's records and pupils' views indicate that unacceptable behaviour rarely disrupts learning. Teaching assistants support pupils with identified behavioural difficulties well so that they participate fully in lessons. This is improving the behaviour and learning of almost all of these pupils.

Pupils are considerate and pleased to help others. For example, older boys and girls are effective buddies to children in the Early Years Foundation Stage and provide good models of safe and collaborative play for these children. Pupils are clear about acceptable behaviour for games taking place in the different areas of the playground. They confirm that behaviour is usually good. Incidents of unacceptable behaviour and the use of exclusion are rare and have reduced over the last few years. Some parents, carers and pupils say that some bullying takes place, but the vast majority feel that the school deals with it quickly and well. Almost all pupils say they feel safe in school. Their parents and carers agree overwhelmingly that their children are safe in school. Pupils understand risks and know how to minimise them, for example, when using the internet or when outside school. They know where to go for help should they feel unsafe.

Pupils' attendance is broadly average and has improved. The very large majority of pupils are consistently punctual to lessons and to school.

Leadership and management

Senior leaders and the governing body are focused sharply on school improvement. They have improved the quality of provision in the Early Years Foundation Stage and have raised achievement in Key Stage 1. There is an overall trend of rising attainment in Key Stage 2. Improvements to date, accurate monitoring and evaluation and changes made in the light of this, demonstrate the school's satisfactory capacity to make further improvements. Senior leaders undertook a rigorous analysis when results dipped in 2011. They acted swiftly to reorganise teaching groups and this has enabled the current pupils to keep on track towards their targets. Phase leaders undertake lesson observations and work scrutiny in their key stages, evaluating teaching and learning accurately. They hold regular meetings with the class teachers to plan work across the age group and to check on pupils' progress. The deputy headteacher has a clear oversight of this work and ensures assessments are accurate. The information gathered is used effectively to identify where pupils are not making the expected progress and groups are adjusted accordingly. This ensures equality of opportunity for most groups of pupils and helps to identify those at risk of underachieving, for example, the more-able pupils. The curriculum is satisfactory and rightly focuses on ensuring pupils have a secure grounding in communication, reading, writing and mathematics. It also promotes pupils' good spiritual, moral, social and cultural development, their good behaviour and positive attitudes to learning. Well-chosen themes help to develop cultural

understanding. For example, pupils in Years 5 and 6 wrote biographies of people of African heritage, such as Barack Obama and Nelson Mandela.

Relationships with parents and carers are positive. Most feel well informed about their child's progress, but some feel that communication could be improved, with more notice for some events and activities. Good liaison with outside agencies helps to meet the needs of disabled pupils and those who have special educational needs enabling their progress and inclusion.

The governing body understands the school's strengths and areas for development, based on regular visits during the school day. Governors provide good support and challenge to senior leaders. Safeguarding arrangements meet requirements.

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.
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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 February 2012

Dear Pupils/Students

Inspection of Moston Fields Primary School, Manchester, M40 9GN

Thank you for your warm welcome and help with the inspection. Yours is a satisfactory school, which has improved since its last inspection. Pupils at the end of Year 2 reach about the same levels as pupils nationally and children in Nursery and Reception get off to a good start. Most of you are making expected progress, but some of you could be challenged to make faster progress, especially those who find learning easy. We think your work would look even better if you are helped to improve your handwriting and use ICT more often. When you are taught well and have work that is just right for you, you make good progress. Some lessons are like this, but sometimes the start of the lesson is not very interesting or the work is too hard or too easy for some of you.

You told us that you feel safe in school, that behaviour is usually good and that bullying is rare. If there is any, the adults sort it out quickly. Almost all of your parents and carers agree. Some of you showed us how the playground is organised to make sure everyone can play safely. The curriculum helps to develop your good social skills and you show care and respect for others.

The staff and governors know the school well and keep a careful check on your progress, sometimes changing things to help you make better progress. To help with this we have asked the staff and governors to:

- make sure that teaching is always good so that you can learn more quickly with work that is just right for you
- help you to reach the higher levels more quickly, especially those of you who find learning easy so that you can achieve what you want to in life
- help you to make your work look good by teaching you to write neatly and letting you use ICT more often.

You can help by continuing to do your best. I wish you every success.

Yours sincerely

Liz Godman
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Higher Openshaw Community School

Inspection report

Unique Reference Number	105471
Local authority	Manchester
Inspection number	377249
Inspection dates	17–18 January 2012
Lead inspector	Jane Millward HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	Robert Wright
Headteacher	John McAllister
Date of previous school inspection	28 June 2007
School address	Saunton Road Higher Openshaw Manchester M11 1AJ
Telephone number	0161 223 3549
Fax number	0161 231 8319
Email address	admin@higher-openshaw.manchester.sch.uk

Age group	3–11
Inspection date(s)	17–18 January 2012
Inspection number	377249



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Jane Millward
Jean O'Neill
Philip Martin

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Fourteen lessons were observed, taught by 13 teachers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Meetings were held with groups of pupils, a representative of the local authority, the Chair of the Governing Body and members of staff. 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 records. They analysed 111 inspection questionnaires completed by parents and carers and those submitted by staff and pupils.

Information about the school

Higher Openshaw is larger than most primary schools. It provides full-time nursery education. The school has before- and after-school provision. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The proportion of pupils from minority ethnic backgrounds is higher than the national average as is the proportion of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils joining and leaving the school at times other than the usual times is greater than the national average. Attainment is above the current government floor standard.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- Higher Openshaw Primary is a satisfactory school, where pupils have very good attitudes to learning and positive relationships exist between staff and pupils. The pastoral care that the school provides is effective and pupils' well-being is a high priority for the school. Pupils whose circumstances may make them vulnerable are cared for through a well targeted approach.
- Pupils' achievement is satisfactory. Overall, pupils' attainment is in line with national expectations, although attainment is better in mathematics. Reading attainment at the end of Key Stage 1 is now average.
- Pupils make good progress in the Early Years Foundation Stage.
- Pupils known to be eligible for free school meals attain well in all subjects when compared to national averages. Most pupils, including disabled pupils and those with special educational needs make satisfactory progress.
- The majority of pupils are very well behaved. They are polite and courteous. Incidents of racist behaviour are extremely rare.
- The quality of teaching is satisfactory. In some lessons, pupils were actively involved in their learning and work matched their abilities well. However, in other lessons, more-able pupils were not challenged enough because assessment data were not used well enough to inform teachers' planning.
- While leaders hold an accurate view of the strengths and weaknesses in school, there has been a lack of effective monitoring and evaluation to secure better teaching and outcomes. Actions identified in improvement planning are not sharply focused and their impact is not easily measurable.
- The governing body is supportive of the work in school but it does not hold the school to account to secure future improvements with sufficient rigour. Roles and responsibilities of middle leaders are developing in order to further improve outcomes in their subject areas.

- The curriculum does not make enough cross-curricular links or always ensure that teaching builds on pupils' previous skills and understanding. There are insufficient opportunities for extended writing throughout the curriculum. Opportunities to develop pupils' understanding of cultural diversity are limited.
- Attendance rates have improved and pupils' attendance is high.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and improve rates of progress in reading, writing and mathematics by:
 - ensuring the more able are sufficiently challenged
 - matching work to the needs of all learners
 - increasing the opportunities for extended writing
 - ensuring teachers use assessment information to move pupils on in their learning.
- Improve the effectiveness of leadership and management at all levels to ensure that:
 - monitoring and evaluation procedures lead to higher standards and improved action planning
 - the governing body contributes more effectively in evaluating how well the school is doing
 - middle leaders have a greater impact on their subject areas.
- Develop the curriculum to increase the impact on pupils' achievements by:
 - ensuring pupils develop their knowledge, understanding and skills
 - developing pupils' understanding of their own culture and that of others
 - developing cross-curricular links.

Main Report

Achievement of pupils

Pupils enjoy school and actively participate in lessons, for example, children in nursery enjoying making and tasting porridge. Parents and carers feel their children are making good progress at school and that their needs are well met. The inspection found that progress was satisfactory. Achievement in mathematics is stronger than English. Children start school with skills typically below what are expected. Progress is good in the Early Years Foundation Stage and by the time they start Year 1 their skills are in line with expectations. Attainment at the end of Key Stage 1 is broadly in-line with national expectations. The school has implemented a range of strategies, including staff training and interventions to support pupils who need to improve their reading skills. Pupils are keen to read and display positive attitudes to reading. They are taught strategies to decode words and a programme to teach phonics (the sounds that letters make) is in place. By the end of Years 2 and 6 attainment in reading is average.

When pupils leave Year 6, attainment is average. No pupils achieved the higher level in English in 2011. Current data show some improvements with more pupils on-track to reach age-related expectations with most improvements in English by the older pupils. In the past, too many pupils have made too little progress, but due to a greater focus on the raising of achievement, progress is beginning to improve. Disabled pupils and those with special educational needs make satisfactory progress.

Quality of teaching

All parents and carers who completed the questionnaire felt their children were taught well. However, the inspection found that the quality of teaching is satisfactory. Many teachers make good use of other adults to support learning, especially for pupils who require extra support. Information and communication technology is used effectively to enhance learning, for example, in a Year 6 lesson where pupils discussed how to improve their class blog. Where good teaching was observed, it was characterised by well targeted questions to ensure pupils were moved on in their learning. High expectations ensured pupils were keen to succeed and learning was given relevance, for example, in a mathematics lesson pupils used football scores to work on the mean, mode and median scores. This and similar lessons develop a fascination and curiosity in learning and pupils make good progress. Pupils in the Reception class enjoyed creating a petrol station where they filled up their bikes with fuel, posing purposeful questions to each other. However, inspectors also observed lessons which were less effective. Learning was slower in these lessons due to a lack of challenge. Teachers did not use assessment information carefully to ensure pupils' learning was moved on and hence learning slowed. Too often pupils were given the same activity regardless of ability. Adequate use is made of the outdoors, but some areas for learning are under used. Phonics teaching is well structured and promotes a good response from the children. Regular assessments in the Early Years Foundation Stage are made covering all areas of learning; however, not enough use is made of parental contributions.

Behaviour and safety of pupils

Pupils show positive attitudes to learning at all stages, showing consideration to their peers and to adults in class and around school. They generally listen well to one another and respond well to activities such as 'talking partners' which contribute well to their learning. Pupils behave safely around school and disruptive incidents are rare. Pupils are confident that poor behaviour will be dealt with. As one pupil reported, 'If someone is unkind, you tell a teacher and they sort it.' They say any bullying is quickly dealt with and that pupils look after one another. For example, the older pupils 'buddy' the younger pupils at playtimes joining in with shared games. Racist incidents are rare and there have been no fixed-term exclusions. Parents judge that there is a good standard of behaviour. Pupils demonstrate a good awareness of risk and unsafe situations. They have a well developed awareness of internet safety. Behaviour is managed well by staff in lessons and there is very little disruption to learning, due to good support for more-challenging pupils.

Attendance is high and pupils are punctual. Furthermore, rates are consistently improving. The school has worked to reduce absence rates and has successfully introduced a range of strategies to encourage pupils to attend school regularly and on time.

Leadership and management

The leaders know all the pupils and their families well. The headteacher promotes a caring environment where pupils feel secure. Care, guidance and support are strong. The school, due to the endeavours of staff, is the hub of the community. Many systems and procedures to ensure school improvement are in their infancy but there are some early signs of positive impact. A programme for monitoring and evaluating teaching and learning is in place and this does give the school's leaders an accurate view of the school's performance and ensures that improvement planning identifies the right priorities. However, currently the monitoring of provision does not link sufficiently to staff professional development, or on improving outcomes for pupils. Middle leaders are willing and enthusiastic to bring about change. Roles and responsibilities are being defined and, as such, it is too early to monitor their impact. Leaders promote equality of opportunity satisfactorily. Members of the governing body are very supportive of the school. The Chair of the Governing Body is highly visible in school and works well with the school's leaders. However, while members of the governing body are very supportive, they do not gain first hand evidence of how well the school is doing and rely on reports from the headteacher and other leaders.

Generally, the curriculum meets learners' needs as is evidenced by satisfactory achievement of pupils. Some links are made across subjects and some learning has purposeful and relevant links. Spiritual, moral, social and cultural development is promoted satisfactorily. Although there are opportunities to engage in artistic, musical and sporting activities, these are not well linked into the curriculum, and pupils have limited understanding of their own heritage. Pupils show respect for cultural diversity, but the school does not enable them to engage more deeply in the richness of cultures which the school encompasses. Links with parents and carers are effective and the school listens to the views of parents and carers and pupils. For example, pupils were involved in the purchase of new playground equipment. The school's arrangements for safeguarding pupils meet statutory requirements. The school has a satisfactory capacity to make further improvements.

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.
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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



19 January 2012

Dear Pupils

Inspection of Higher Openshaw Community School, Manchester, M11 1AJ

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

Higher Openshaw is a satisfactory school. We were very impressed by your behaviour; you were extremely polite and courteous. From conversations with you and from your questionnaires it is clear that you feel safe in school and you know who to turn to if you have a problem. We agree that your teachers take good care of you. Your achievement is satisfactory but we can see you are starting to attain better in your lessons and are beginning to make faster progress.

It is our job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on three things in particular:

- to raise attainment and improve your progress in reading, writing and mathematics
- improve the effectiveness of leadership and management at all levels
- create an exciting curriculum that will help you learn better.

We know that you will want to help in every way you can, so please continue to try hard in lessons and continue to attend school regularly. I wish you every success in your education.

Yours sincerely

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**



St Joseph's RC Primary School Manchester

Inspection report

Unique Reference Number	105550
Local authority	Manchester
Inspection number	377263
Inspection dates	18–19 January 2012
Lead inspector	John Dunne

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair	Father Ian Farrell
Headteacher	Mrs Barbara Porter
Date of previous school inspection	25 April 2007
School address	Richmond Grove Longsight Manchester M13 0BT
Telephone number	0161 2245347
Fax number	0161 2487663
Email address	head@st-josephs.manchester.sch.uk

Age group	3–11
Inspection date(s)	18–19 January 2012
Inspection number	377263



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

John Dunne
David Halford

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eight teachers teaching 12 lessons. In addition, the inspection team made short visits to a few 'support lessons' where specialist help is provided by trained assistants. They held meetings with two groups of pupils, three members of the governing body and school staff, including senior and middle managers. The inspectors observed the school's work, listened to pupils read and looked at a number of documents, including the school development plan, data provided by the school about pupils' progress, the safeguarding and equality policies, and minutes of the governing body. Also, they analysed 158 parental and carers' questionnaires and others completed by pupils and staff. Inspectors took account of responses to the online questionnaire (Parent View) in planning the inspection.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is more than twice the national average. A majority of the pupils are drawn from minority ethnic backgrounds and many speak English as an additional language. The proportion of pupils with special educational needs is above average. There is a much greater level of movement into and out of the school than is seen in most schools. The school has numerous awards including Activemark, Healthy Schools status – Bronze and National and 'Let's get cooking' award. The school meets the current government floor standard.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school with strong support from parents and carers. The school is well led and managed and this has resulted in a number of key improvements since its last inspection.
- The attainment of pupils is broadly average. Innovative and outstanding arrangements for improving reading, writing and communication skills are having a significantly positive impact on raising attainment in reading and writing. Well trained and skilful teaching assistants make a strong contribution to the success of this daily programme.
- Teaching overall is good and, as a result, most pupils make good progress and achieve well, whatever their starting points. Teachers do not always provide sufficient challenge for most-able pupils. Although some lesson planning is excellent, not all teachers include sufficient detail in their plans; they focus too much on what they will be doing and not enough on how activities will maximise pupils' learning. Teachers give pupils good written and verbal feedback so that pupils have a clear picture of how to improve.
- The school's curriculum is good and some aspects are outstanding, particularly in literacy and numeracy. In some other subjects it is less stimulating. Leaders and managers recognise that the way teachers deliver some aspects of the curriculum does not allow pupils enough opportunities to work independently and collaboratively. As a result, pupils' enjoyment and progress in these lessons are weaker.
- Behaviour in lessons and around the school is good and the overwhelming majority of pupils report that they feel safe. A strength of the school is the way pupils from a wide range of cultures, social backgrounds and disabilities support each other, creating a harmonious and happy community.
- Good provision for those pupils who have barriers to learning or special educational needs, or who are disabled, enables them to achieve well.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise attainment from average to at least above average by:
 - ensuring all teachers provide consistent challenge in lessons for more-able pupils
 - making sure that all teachers' planning is more sharply focused on pupils' learning and less on what they are doing, and how activities will enable all to be engaged and challenged
 - ensure all teachers' planning builds upon an understanding of prior learning and identifies opportunities to extend pupils' learning when they are ready.

- Build upon the successful improvements already made in the curriculum by:
 - ensuring all subjects offer sufficient opportunities for pupils to spend more time actively learning by working independently and collaboratively and less time listening to teachers' explanations
 - seeking out examples of outstanding curriculum models and using these to improve the school's own practice.

Main Report

Achievement of pupils

Children start school with skills and knowledge that are generally below those expected. Throughout their time in the Early Years Foundation Stage they achieve well due to consistently good and sometimes outstanding teaching and effective teaching assistants. Children's good behaviour, self-confidence and willingness to work really well together contribute significantly to their good progress and this was clear from lessons seen. For example, children were excited as they pretended to be Arctic explorers, and adults used skilful questions to develop speaking and listening skills well.

Pupils' work, data provided by the school and lessons observed provide secure evidence that progress in Key Stage 1 is good. Attainment in reading, by the end of Year 2, is broadly average and is improving strongly due to the outstanding letters and sounds and reading comprehension programme observed by inspectors. In these lessons, learning moved with pace, because teachers used a wide range of stimulating visual resources and even very young children demonstrated considerable powers of concentration.

Pupils' overall attainment, including standards of reading, by the end of Year 6, is average. The school has been particularly successful in improving the attainment of the large number of pupils entitled to free school meals, and in 2011 the attainment gap for these pupils was significantly lower than seen nationally. This is largely a result of the school's rigorous monitoring of the progress of every individual and the successful strategies used to remedy any identified underachievement. Pupils from

different minority ethnic groups and those speaking English as an additional language make good progress in line with their peers. Pupils with special educational needs and disabled pupils make similar progress to other pupils because of the school's effective intervention programmes. In line with other pupils their achievement is good. Pupils joining the school mid-key stage are tracked and monitored closely and, as a result, make good progress. In some lessons the most-able pupils do not make as much progress as they should because teachers do not plan work for them which is sufficiently challenging.

The overwhelming majority of parents and carers believe that their children are making good progress, which matches the inspection evidence.

Quality of teaching

The quality of teaching is good overall and is reflected in the good progress pupils are making. Outstanding teaching was seen during the school's daily 'read/write' phonics and literacy programme. This is because the curriculum for the development of reading skills is well planned to ensure that it exactly matches pupils' needs. This is achieved by regrouping the seven classes into 15 mixed-age groups according to their needs. In these lessons learning had real pace and challenge. Very young children were seen making rapid gains in their understanding of letters and sounds and writing skills. Older pupils were made to think really hard and were developing excellent comprehension skills due to probing questioning from teachers and well-trained teaching assistants. In good lessons, activities engaged and enthused pupils and tasks were often chosen to develop pupils' understanding of cultural and social differences, right from wrong and how this impacts on people's feelings and lives. Lessons such as these make a good contribution to pupils' spiritual, moral, social and cultural development.

Teaching and lesson planning in the Early Years Foundation Stage are consistently good. In the small number of weaker lessons seen in Years 1 to 6, planning lacked detail and focused too much on what pupils would do rather than how tasks could accelerate their learning. In these lessons challenge for the most-able pupils was also lacking or the pace of learning slowed because pupils spent too long listening to teachers and were not given sufficient opportunities to work independently and collaboratively. Pupils' work is marked frequently and pupils act upon the clear information teachers give them about the next steps to improve their work.

Within the curriculum, the promotion of pupils' spiritual, moral, social and cultural development is a strength. There are numerous opportunities for pupils to develop understanding of other cultures. For example, in an English lesson pupils had to speculate about the feelings of children travelling through culturally diverse parts of South Africa.

The overwhelming majority of parents and carers expressed the view that their children are being taught well and this matched inspectors' judgements.

Behaviour and safety of pupils

Pupils' behaviour is typically good, pupils agree that it is and school records show this. Their understanding of how to stay safe is good because the curriculum gives them good insights into the risks to which they may be exposed, both within and beyond school. This and their good relationships with staff make them feel safe. The way pupils from many social and cultural backgrounds interact harmoniously is a strength of the school and provides a secure climate for learning. There is no evidence of bullying, and parents, carers and pupils express confidence in the schools' systems for dealing with such occurrences should they arise. When the pace of learning in lessons slows or does not challenge pupils of all abilities, pupils maintain their good behaviour but become passive or compliant and their enthusiasm and engagement drops. On the rare occasions when pupils behave inappropriately, the school's consistent behaviour management systems quickly resolve the issues.

Pupils talk knowledgeably about their responsibility to raise money for national and overseas charities for those less fortunate than themselves. They are engaged with their local community through a range of events held at the church and in school. They have a good understanding of right from wrong and show a high level of respect to their peers, supply staff and visitors.

Attendance which had been stubbornly below average has improved significantly since the previous inspection and is currently well above the national average. The family support worker and the attendance team provide considerable and effective support for many pupils and their families and this has a positive effect in removing barriers to learning and improving attendance and punctuality.

Leadership and management

The headteacher, governing body and leaders and managers at all levels have a clear picture of the school's strengths and areas for development. Close teamwork between the headteacher and deputy headteacher contributes well to the school's effectiveness. The school now has an accurate view of the quality of teaching. A clear example of this was shown by the commonality of the views between inspectors and leaders and managers as to what should be the areas for improvement.

Leaders and managers are clear that improvements that they have made in provision for, and progress in, reading, writing and comprehension are a major factor in securing higher attainment. This is as a result of the highly effective 'read/write' programme already described. As part of this, leaders and managers have shown vision in investing in high quality training for teaching assistants in how to teach phonics and this is one of reasons why the programme is so successful. The school has developed good systems for monitoring the progress of every individual and group and has effective strategies for tackling any identified underachievement to bring pupils back on track. These improvements have raised attainment and have accelerated progress since the last inspection, demonstrating good capacity to improve further.

The governing body has a very clear understanding of what the school needs to do to drive up standards. It has been influential in a number of improvements. For example, it has challenged and supported senior leaders to improve attendance, so that the school now robustly challenges parents and carers who wish to take their children on holiday during term time. This, together with introducing a breakfast club where pupils can participate in fun activities has raised attendance significantly. The effectiveness of the school's systems for promoting equality and tackling discrimination is evident in the harmonious relationships which exist in this socially and culturally diverse school, as well as in the good progress made by all groups of pupils. The governing body and staff ensure that safeguarding procedures meet statutory requirements and ensure that the school is a safe place for everyone.

The impact of the curriculum is good as shown in pupils' outcomes. However, it is stronger in English and mathematics than in some other subjects. Leaders and managers understand this and have already begun to implement improvements. Themed weeks have been introduced, for example international week, where pupils explore cultures, food, customs and dress throughout the world. Pupils told inspectors how much they enjoyed these weeks and described how coming to school in clothes representing their home culture enabled them to celebrate the school's cultural diversity. They also said how much they enjoyed the Friday afternoon 'Golden Time' where they can choose from a range of fun-based learning activities, but they also explained how this was a privilege that had to be earned by good behaviour.

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.
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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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



20 January 2012

Dear Pupils

Inspection of St Joseph's RC Primary School Manchester, Manchester, M13 0BT

Many thanks to all of you for the welcome you gave to the inspection team when we visited your school. We enjoyed meeting and talking with so many of you. You are right to be proud of your school. It is a good school that takes good care of you and helps you to achieve well. It was pleasing to hear that you feel safe in school and are confident that the staff will give you help when you need it. Many of you talked about how lessons are fun and interesting and it was good to see how well you worked in many of your lessons, concentrating hard and enjoying all of the different activities school puts on for you at lunchtime. We were very interested to hear you talk about how much you enjoyed the theme weeks and golden time. It is clear that the leaders and managers, together with the governing body and all staff, have worked hard to make the school an enjoyable place for you to learn. We were particularly impressed by the way everyone gets on so well together.

In order to help you to attain even better standards, we have asked the school to improve in a few areas. We have asked that:

- in all lessons, teachers provide work which challenges the most-able pupils more
- all teachers plan lesson activities which are going to get everyone involved, enthusiastic and challenged
- all teachers give you more opportunities to work independently and in groups
- all teachers look at how some of the most successful schools organise learning and whether some of these ideas could be used to improve lessons at St Joseph's.

I am confident that you will support your teachers in making these improvements and I wish you the very best for your future.

Yours sincerely

John Dunne
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Bowker Vale Primary School

Inspection report

Unique Reference Number	105397
Local authority	Manchester
Inspection number	377237
Inspection dates	23–24 January 2012
Lead inspector	Stephen Wall

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	373
Appropriate authority	The governing body
Chair	Patrick Evers
Headteacher	Rachel Jacques
Date of previous school inspection	20 January 2009
School address	Middleton Road Crumpsall Manchester M8 4NB
Telephone number	0161 740 5993
Fax number	0161 795 9694
Email address	head@bowkervale.manchester.sch.uk

Age group	3–11
Inspection date(s)	23–24 January 2012
Inspection number	377237



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Stephen Wall
Kirsteen Rigby
Sheila Mawer

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice by three additional inspectors. The inspectors observed teaching and learning in 17 lessons taught by 15 members of staff. A sample of pupils' written work was also inspected. A Key Stage 1 assembly was observed, as well as pupils' conduct during playtimes and lunchtimes. The inspectors held meetings with staff, groups of pupils and representatives of the governing body. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at a wide range of documentation including: the school's evaluation of its effectiveness; the school development plan; attendance and behavioural records; records of monitoring teaching and learning; and minutes of meetings of the governing body. The inspectors analysed 89 questionnaires returned by parents and carers as well as questionnaires returned by staff and pupils.

Information about the school

Bowker Vale is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is well above average. A high proportion of pupils come from a wide variety of minority ethnic groups, the largest of which is pupils of Pakistani origin. Consequently, the proportion of pupils who speak English as an additional language is also much higher than the national average. The proportion of pupils with special educational needs and those with disabilities, including those with a statement of special educational needs, is below average. The number of pupils who join and/or leave the school at other than normal times is high. A significant proportion of these pupils join the school speaking very little or no English. The school meets the current floor standard.

From May 2010 to December 2011, the school was led and managed by an acting headteacher and an acting deputy headteacher. A new, permanent headteacher joined the school in January 2012. The acting deputy headteacher was appointed permanently as deputy headteacher in January 2012. The school provides and manages daily before- and after-school supervision for pupils. The school has Healthy School status. It holds accreditation as an Every Child a Counter and Every Child a Reader school.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Acting senior leaders and managers have tackled weaknesses in teaching rigorously and effectively. They have also given a much sharper focus to the use of assessment to track pupils' progress and set higher expectations. As a result, the quality of teaching and pupils' achievement has improved rapidly and significantly; both are good.
- Children get off to a good start in the Early Years Foundation Stage where they make good progress and achieve well. Good progress is maintained in Key Stages 1 and 2. All groups of pupils, including those with special educational needs and those with disabilities and pupils who join the school at other than normal times also make good progress and achieve well.
- Pupils enjoy coming to school. Attendance is above average. They say how safe they feel in school. They work and play together harmoniously. Pupils treat the adults working with them and each other respectfully. Behaviour around school and in lessons is good.
- This is a school in which all pupils are valued equally. Pupils with emotional or behavioural difficulties and their families, and those who join the school from abroad with little or no English, are supported very skilfully and effectively.
- Teaching is consistently good. Teachers have good subject knowledge which they use effectively to plan interesting lessons. However, there are a few inconsistencies. For example, the level of challenge is not always closely enough matched to pupils' ages, previous learning and abilities.
- Good leadership and management are driving the school strongly forward. The issues for improvement identified at the time of the previous inspection have been tackled effectively. Development of the satisfactory curriculum has started. However, the school recognises that further development is necessary to maximise its impact on raising pupils' literacy and numeracy skills even further.

What does the school need to do to improve further?

- Further raise pupils' attainment and accelerate their progress through increasing the amount of outstanding teaching to ensure that:
 - pupils are always appropriately challenged according to their differing needs, abilities and ages
 - more opportunities are provided for pupils to develop their skills as independent learners.

- Enhance the quality of the curriculum further by:
 - providing pupils with more opportunities to develop and apply their literacy and numeracy skills in a wider range of subjects
 - better reflecting pupils' ideas and interests in what they are taught.

Main Report

Achievement of pupils

Pupils make good progress and achieve well. In lessons pupils are eager to learn. They are industrious and strive to give of their best. Pupils are always keen to answer questions. They enjoy working independently in pairs and small groups where they willingly contribute their thoughts and ideas. Pupils listen respectfully to the views of others. However, in a few lessons opportunities for pupils to find things out for themselves are too limited. This acts occasionally as a brake on accelerating progress at a faster rate.

Children join the Early Years Foundation Stage with skills that are generally below age-related expectations and sometimes well below expected levels. They make good progress because teaching and provision support their learning very effectively. Pupils continue to make good progress as they move up through the school. By the end of Key Stages 1 and 2, attainment is in line with national averages and rising. Analysis of school contextual data shows that the influx of pupils who join the school in Key Stage 2 speaking little or no English depresses overall attainment statistics significantly. Some pupils, especially pupils of Pakistani heritage who have been in school throughout Key Stage 2, make outstanding progress. School data, confirmed by inspection evidence, show that attainment by the end of Key Stage 2 is set to rise further because expectations have been raised and the quality of teaching is securely good. Pupils with special educational needs and/or disabilities and those who are known to be eligible for free school meals also make good progress because of the effective support they receive. The attainment of White British pupils, especially boys, is also rising securely. The gap between their attainment and other groups of pupils is closing rapidly and securely because teaching is providing a sharper focus on stimulating their interest and setting tasks more appropriate to their needs.

The teaching of phonics (letters and sounds) is good. As a result, pupils make good progress in developing their reading skills. By the end of Key Stages 1 and 2, pupils' attainment in reading is broadly average. Questionnaires returned by parents and carers show overwhelming satisfaction with the progress their children are making.

Quality of teaching

Teaching is good. Parents and carers are unanimous in their satisfaction with the quality of teaching their children receive. Pupils also say that the teaching they receive is good. The school is keen to increase the proportion of teaching that is outstanding in order to raise attainment further and to enable pupils to progress at an even faster rate.

The quality of teaching in the Early Years Foundation Stage has improved significantly since the previous inspection, especially in the nursery. In Key Stages 1 and 2, the quality of teaching has also improved because teachers are more secure in knowing how well individuals are doing and what the needs of different groups are. Teachers plan activities that are usually appropriately challenging for different groups of learners by age and ability. However, sometimes the level of challenge is too high for some groups of pupils and too low for others. Teaching is conducted at a lively pace with good variety so that pupils are kept interested and on their toes. For example, in one Key Stage 2 English lesson, pupils' interest was stimulated and held by a wide variety of activities such as role play, independent research, active involvement and excellent creative use of information and communication technology (ICT). As a result, pupils were fully engaged and appropriately challenged. Their progress was consequently outstanding. Most teaching uses pair work and small group work effectively to give pupils opportunities to learn independently. However, on some occasions teachers take too long over explanations and provide information too readily when pupils might make better progress if given more opportunities to find things out for themselves. Marking is regular and gives clear indications of what pupils need to do to improve their work. Learning support assistants make an effective contribution to supporting the learning and progress of lower-attaining pupils, those with special educational needs and those with disabilities. Support for pupils who are slow readers or whose numeracy skills are weak is well planned and very effective in accelerating their progress.

Good teaching is supported by a satisfactory and improving curriculum. Topic work has been introduced to provide more opportunities for pupils to develop their literacy and numeracy skills in more meaningful contexts. However, curriculum development is at an early stage and lacks some rigour in planning how to exploit the impact of developments to full effect. In lessons, pupils are encouraged to work respectfully together and with the adults working with them. This and the strong relationships between adults and pupils, make a valuable contribution to pupils' good social, moral, spiritual and cultural development.

Behaviour and safety of pupils

Returned questionnaires show that a small minority of parents and carers do not feel that behaviour in lessons is good enough. However, pupils say that behaviour is consistently good. Pupils state that lessons are very rarely interrupted because of inappropriate behaviour and, if this happens, adults are quick to deal with it effectively. This was borne out by inspection observations and analysis of the school's behavioural records which provide strong support for behaviour being good. Pupils are clear about what behaviour is expected of them and any failure to live up to the high expectations is dealt with fairly and consistently. Most parents and carers do not express any concerns about bullying. Pupils say that bullying is rare and, again, on the few occasions when it occurs, it is dealt with swiftly and effectively. Racial bullying or name-calling is also rare and is dealt with swiftly and effectively. Pupils who join the school from abroad or who speak little or no English are treated with patience and unerring respect. The support provided for these pupils and their families is outstandingly effective in enabling them to understand the school setting and to

settle in seamlessly. The work of the team of therapeutic support workers provides highly effective support for pupils who find it difficult to manage their own behaviour and involves families closely in the implementation of support strategies.

The school has very comprehensive procedures in place to check on and promote attendance. As a result, and because of pupils' very positive attitudes towards school, attendance levels are above average. Punctuality to school and to lessons is consistently good. Pupils say how safe they feel in school. Parents and carers are almost unanimous in feeling that the school keeps their children safe. They talk knowledgeably about the dangers inherent in using the internet. They understand what constitute potentially dangerous situations and how to avoid and/or handle them.

Leadership and management

Good leadership and management provide the school with a sharp focus on improvement and a clear vision for future development. Accurate self-evaluation informs good quality strategic planning that provides a step-by-step pathway to successful implementation of its aims and objectives. The governing body provides good support and holds the school rigorously to account. Since the previous inspection, the overall effectiveness of the school has improved from being satisfactory to good thus demonstrating the school's strong capacity for further improvement. Teaching and learning are monitored regularly and rigorously. Professional development of staff is well planned and effective in driving up the quality of teaching and learning. Subject leaders are secure in their roles. They monitor their subjects accurately and use the outcomes to tackle relative shortcomings effectively. Leaders and managers have tightened procedures for tracking pupils' progress towards demanding targets. As a result, pupils are much clearer about the progress that is expected of them and what they need to do to improve their learning.

The curriculum is satisfactory and improving. Although the curriculum currently effectively promotes pupils' overall good progress, it is currently satisfactory rather than good. This is because it is at a relatively early stage of providing more enjoyable pupil-initiated experiences and wider opportunities for them to further develop their literacy and numeracy skills across a range of subjects. Its development to maximise its impact on pupils' learning and progress is at a relatively early stage. The introduction of topic work is proving popular with pupils, although they would welcome more input into what topics they might study and more opportunities to provide feedback on what works well and what aspects are less successful. Leaders' and managers' impact on pupils' spiritual, moral, social and cultural development is very positive. They promote a strong ethos for pupils to work and play together harmoniously, and pupils' good behaviour shows their strong understanding of right and wrong. Pupils' understanding of diversity and other cultures is promoted effectively through visits, a range of visitors to school and in the curriculum. The racial harmony that is clearly evident in this ethnically diverse school testifies to pupils' respect for diversity, other cultures and religions. Procedures for safeguarding meet statutory requirements. Staff training in child protection is regular and of good quality. The governing body is meticulous in ensuring that policies relating to safeguarding are in place and reviewed regularly. The school promotes equality of opportunity and tackles discrimination very effectively.

The before- and after-school childcare provision is led and managed effectively. It is welcoming and happy. It takes place in a safe and secure environment because there are good levels of adult supervision. It provides a good range of activities for pupils of all ages.

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.
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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 January 2012

Dear Pupils

Inspection of Bowker Vale Primary School, Manchester, M8 4NB

Thank you for your warm welcome when my colleagues and I inspected your school recently.

Bowker Vale is a good school. It has improved a lot since its last inspection because leaders and managers have tackled the then weaker aspects of the school's work very effectively. It was good to see how well you all get on together and how well you behave. Nearly all of you attend school regularly – well done! It was also pleasing to see how well you welcome newcomers to your school and help them settle in; especially pupils who speak little or no English. You make good progress because the teaching you receive is good and because you have positive attitudes to learning.

- In order to help you make even better progress and attain even higher standards, I am asking your school to do the following things:
 - make sure that more teaching is outstanding
 - ensure that teaching is always challenging enough for your differing needs, abilities and ages
 - make sure that you always get opportunities to find out more things for yourselves
 - make sure that what you study is planned with a sharper focus on how it can help you make even more progress in literacy and numeracy and reflects your ideas and interests more.

I am confident that you will continue to work hard to make sure your school continues to improve even further in the coming years.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Seymour Road Primary School

Inspection report

Unique Reference Number	131423
Local authority	Manchester
Inspection number	381340
Inspection dates	18–19 January 2012
Lead inspector	Angela Westington HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Libby Graham
Headteacher	Beverly Artis
Date of previous school inspection	6 November 2008
School address	Seymour Road South Manchester M11 4PR
Telephone number	0161 370 2616
Fax number	0161 371 0452
Email address	head@seymourroad.manchester.sch.uk

Age group	3–11
Inspection date(s)	18–19 January 2012
Inspection number	381340



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Angela Westington
Louise Murphy
Gary Kirkley

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons or part-lessons including an extended observation of the Early Years Foundation Stage; they also observed one assembly and one start-of-the-day activity session, pupils' behaviour in the playground, around school and on entry to school. They observed 14 teachers teaching. Inspectors met with several groups of pupils, governors, a representative of the local authority, the headteacher, deputy and assistant headteacher and talked to staff. Inspectors took account of responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and scrutinised a range of documentation including the school improvement plan, the school's self-evaluation, monitoring and teaching observation records, information on the progress made by pupils, pupils' books, minutes of governors' meetings and the reports by an external consultant. They scrutinised the school's records for the safe recruitment and vetting of staff. They evaluated 113 questionnaire responses received from parents and carers.

Information about the school

This is a larger than average primary school. It serves an area of significant social and economic change and the school's population is changing as a result. More than half of the pupils are known to be eligible for free school meals which is nearly three times the national average. Almost half are from minority ethnic backgrounds and nearly a third speak English as an additional language. Both these proportions are almost twice the national figures. The school's population is highly mobile, with new pupils arriving throughout the year; these include White British pupils moving around the city due to frequent changes in accommodation as well as new arrivals from overseas. The proportion of refugees and asylum seekers is 14%. The proportion of pupils at School Action Plus or who have a statement of special educational need is twice the national average. Seymour Road Primary is an Investor in People and an accredited Healthy School. It also holds the Artsmark and Activemark awards and has Eco-School status.

The school has experienced a number of staffing changes since the previous inspection.

The school did not meet the government's floor standard in 2011. This means that the proportion of pupils gaining the expected level in English and mathematics and making expected progress was below the minimum level set by government.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

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’ achievement is inadequate. The standards they reach and the progress they make over time, but especially in Key Stage 2, are inadequate. Pupils in Key Stage 2 make inadequate progress in reading and writing. Standards in Key Stage 2 have been significantly below national averages for some years. Standards in mathematics are broadly average, although fewer than average proportions of pupils reach the higher levels. All pupils are underachieving in English but the gap between what the more-able pupils achieve and what they could achieve, given better teaching and guidance, is significant. Standards in Key Stage 1, including reading, have improved in recent years and have been broadly average. However, during this inspection, in some classes, pupils’ reading and writing skills were low.
- Pupils get off to a good start in the Early Years Foundation Stage. The good leadership and management of the provision and the strong focus on early language skills means that, from low starting points, pupils make good progress overall.
- Pupils’ behaviour and safety are satisfactory. Pupils spoken to during the inspection reported that behaviour in the school has been an issue in the past but that, to a large extent, this has been dealt with. The school is an orderly and welcoming environment. Pupils are happy and keen to work. In the lessons observed, they were well-behaved. The personal, social and health education (PSHE) lessons help pupils to consider moral choices and discuss what is the right or wrong thing to do in certain circumstances.
- The quality of teaching is inadequate. It is better in Key Stage 1 than in Key Stage 2 and the teaching of mathematics is generally better than the teaching of English. There are pockets of good teaching but not enough to raise standards. There is too much inadequate teaching. In too many lessons, all pupils are given the same work to

do, irrespective of their needs or abilities. The quality of teaching is inconsistent across parallel year groups and across the school. Staff absences, staff changes and staff on temporary contracts are stretching senior leaders' capacity to ensure high-quality teaching. In addition, the lack of a consistent, whole-school system for teaching reading, especially for pupils in Key Stage 2, means that individual class teachers follow their own procedures. A small number of classes benefit from being with teachers who have satisfactory or good procedures for teaching reading, but the majority of classes do not.

- Despite some improvements since the previous inspection, notably in the provision in the Early Years Foundation Stage, the strengthening of the teaching of phonics (the sounds that letters make) and in the standards at the end of Key Stage 1, leaders and managers have had limited impact on the standards attained by pupils at Key Stage 2. The school's self-evaluation is over generous as is the school leaders' view of the quality of teaching. A range of assessment and monitoring systems have been established to track the progress made by pupils but the information from these is dispersed and the data are not used consistently by teachers to match work to pupils' needs and abilities. The senior leaders undertake meetings with teachers to discuss the progress, or lack of progress, made by pupils but the ensuing actions they agree to implement are weak. The governing body does not have a realistic view of the school's effectiveness.

What does the school need to do to improve further?

- Raise standards in reading by:
 - establishing a whole-school policy and set of procedures to teach reading for all groups of pupils, from the Early Years Foundation Stage to Year 6, ensuring sufficient challenge for the more able
 - increasing the volume and widening the range of books and reading materials available to pupils, ensuring that they are reading across the full spectrum of fiction and non-fiction texts
 - fostering a culture of reading, including by building reading more directly into the broader curriculum
 - ensuring that class teachers take primary responsibility for assessing the progress made by pupils in reading.

- Raise standards in writing by:
 - reducing the amount of time teachers spend talking and increasing the time pupils spend writing with daily opportunities for pupils in Key Stages 1 and 2
 - improving the marking of pupils' writing so that teachers correct punctuation, spelling and grammar and handwriting as well as the specific objective of the lesson
 - ensuring that all teachers model good handwriting skills and follow the school's agreed method for laying out and presenting work
 - improving pupils' spoken English, ensuring that they can use basic parts of speech and that these skills are used to support writing.

- Improve the quality of teaching so that all pupils make at least the expected progress by:
 - eradicating all inadequate teaching and significantly increasing the proportion of teaching that is good or better
 - ensuring that teaching meets the needs and abilities of pupils in the class and challenges the more-able pupils.

- Improve leadership and management by:
 - improving the accuracy of self-evaluation so that action planning is sharply focused on how improvements to teaching will raise the achievement of all groups of pupils
 - monitoring rigorously the implementation and impact of agreed practices and procedures to ensure consistency and effectiveness
 - increasing the level of challenge provided by the governing body and improving its effectiveness in helping the school to improve and remedy weaknesses.

Main Report

Achievement of pupils

Over a number of years, the school's English results in the national tests for eleven-year-olds have been significantly below average, While the mathematics results have been broadly average, too few pupils gain the higher level. This picture is confirmed by scrutiny of pupils' books and lesson observations. Pupils in Key Stage 2 make insufficient progress in English because the teaching of English, especially of reading, is inadequate. Too many pupils read books that are too easy for them. Pupils read too few books and the range of books available to them is too limited, to either foster their interest or pleasure in reading or meet specific needs. The school devotes time every day to guided reading sessions, but often these require pupils to write, the work is not marked and this time could be better used. The teaching of writing lacks precision: marking often focuses solely on the specific objective and not always additionally on grammar, spelling and punctuation. Consequently, pupils' errors persist. Individual teachers' handwriting is often not a good model for pupils and therefore in too many books, pupils' work is poorly presented. Despite the good focus on developing language skills in the Early Years Foundation Stage, this level of attention to detail is not carried forward into the rest of the school.

Despite this, pupils are keen to learn and they behave well in lessons that are frequently uninspiring. In one ineffective Key Stage 2 lesson, pupils of widely varying ability were all given the same text to read and the same activity to undertake. The least-able pupils relied heavily upon the support of the teaching assistant to read and act as scribe for the group. Other groups of pupils were required to work together and write short phrases or one-word answers. Consequently, only one or two individuals in each group did any writing. In contrast, pupils make more progress in mathematics lessons. In one lesson where teaching was satisfactory, pupils were learning how to add and subtract decimals using the column method and could explain the role of the zero as a placeholder. More-able pupils were able to explain clearly their method of counting up from the lower number to the higher to subtract and were recording their steps accurately.

Pupils in the Early Years Foundation Stage achieve well. They get off to a flying start in the Nursery where the provision is particularly good and supports their developing language skills. In an effective Reception class session on shape, pupils could identify two- and three-dimensional shapes in the room and use the correct vocabulary. They are learning letter sounds and are able to blend simple words and read to their partners. In recent years, pupils have continued to make good progress in their reading and standards at the end of Key Stage 1 have been broadly average.

Pupils with special education needs and disabilities make generally inadequate progress overall, despite some good support in some lessons and good additional provision. This is because the various parts of the provision are not marshalled together to best effect. For example, pupils in Key Stage 2 who are weak readers receive additional help with their phonics (letter sounds), often through one-to-one support, and the school's records clearly show that some of these pupils make satisfactory or better progress over time. However, the rate of improvement depends upon the effectiveness of the class teaching and how well the pupils' improvement is recognised and catered for in class lessons. Too often, the class lessons do not respond well enough to the improvements made by pupils, they are not required or challenged to read and write more extensively; thus, improvements are dissipated. The limited opportunities to read and write at length mean that pupils are not able to practise and consolidate their new skills. A small number of pupils report that they spend most of their English and mathematics lessons with a teaching assistant rather than a qualified teacher.

All groups of pupils are underachieving at Key Stage 2. The vast majority of parents and carers consider that their children are making good progress at the school. In respect of pupils in Key Stage 2, inspectors did not agree with this view.

Quality of teaching

The quality of teaching is inadequate overall because there is too much teaching that is inadequate and satisfactory and not enough that is good. Features of the ineffective teaching include:

- lack of challenge and low expectations about what the pupils could achieve
- weak match of work to pupils' ability or need
- poor use of time, too much teacher-talk and too little time given to pupils to engage in intellectually rigorous work
- over reliance, in some instances, on additional support.

In contrast, where teaching was good, teachers' expectations were high. For example, inspectors observed the same mathematics shape activity being undertaken by four different age groups: Reception, Year 1 and Years 3 and 4. The most effective of these was in the Reception class, because the challenge was high and pupils rose to it. This example also highlights that aspects of the curriculum and of lesson planning fail to meet all pupils' needs.

The school's provision to promote pupils' spiritual, moral, social and cultural development is satisfactory. The school's PHSE lessons engage pupils and offer them the opportunity to discuss at some length moral dilemmas and choices to be made. The school's strong cultural and ethnic diversity is celebrated fully.

The vast majority of parents and carers feel that their children are taught well. In respect of Key Stage 2, inspectors found this view is not accurate.

Behaviour and safety of pupils

During the inspection, inspectors observed mainly good behaviour. However, in discussion with pupils, a small number reported that behaviour had been 'bad last year' but that it was 'a lot better now'. Pupils explained how teachers had worked to help groups of pupils get along and mix better. The perception of a small group of boys was that there were occasionally still some instances of bullying, but this was not a view shared by all the pupils to whom the inspectors spoke. Responses from parents and carers to the inspection questionnaire reveal that they are overwhelmingly happy with the school and its work although 13 responses highlighted 'disagree' for 'The school deals with any cases of bullying effectively'.

Inspectors observed only one incident of a pupil trying to disrupt a lesson and this was handled with the minimum of fuss. The school works well with a wide range of agencies to support pupils who may be vulnerable and their families. The number of overall exclusions has reduced in recent years and is below the latest national figure for primary schools. Attendance is marginally above the national figure and has improved over time.

Pupils to whom inspectors spoke during the inspection say they feel safe in school. They are aware of various risks that they are exposed to and the school's science curriculum teaches them about dangers, such as from electricity, and helps them in this respect.

Leadership and management

Since the previous inspection, the headteacher and her deputy and assistant headteacher have overseen improvements in the Early Years Foundation Stage and in standards at Key Stage 1. However, two of the areas for improvement identified at the previous inspection, which focus on improving standards in English and improving teaching, remain. Despite their undoubted best intentions the senior leaders and governors have not been able to raise standards sufficiently in Key Stage 2. The school is hindered by staffing issues and a lack of some robust procedures, for example for teaching reading, which would support new and less effective teachers.

There is a detailed programme of support and professional development for teachers including coaching and team teaching by senior staff, but this has not yet had any discernible impact on teaching and standards in Key Stage 2. School leaders think that the vast majority of teaching is good or better. Consequently, their view of the school's work and its impact is over generous. The governing body is committed to the school and acknowledges that standards are an issue. Despite this, its view of the school's work is also over generous. The governing body fulfils its statutory obligations in respect of safeguarding and all vetting and recruitment requirements are met. School leaders do not promote equality of opportunity adequately because the school is failing to provide a satisfactory standard of education for a large proportion of its pupils. Given this, the school does not have the capacity to improve further.

The curriculum covers all National Curriculum subjects but in respect of English it does not meet pupils' needs and is therefore inadequate. It does, however, ensure that pupils' spiritual, moral, social and cultural development is satisfactory.

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.
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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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



20 January 2012

Dear Pupils

Inspection of Seymour Road Primary School, Manchester, M11 4PR

As you know, I visited your school recently with two other inspectors. Thank you so much for making us feel welcome, for showing us around your school and for talking to us. Thank you, too, to those of you who read to us. It was useful for us to see how you are getting on with your reading. Thank you too if you filled in a questionnaire; that was very helpful. We know that you are happy at school and that you feel safe. We think that the children in the Nursery and Reception classes are doing well. We also think that the school is helping you to grow into young people who behave properly and know when to do the right things.

We have judged, however, that your school needs some help to do things better and that an inspector or inspectors should come to see you more frequently to see how the school is progressing. We call this Special Measures. These are the things that we have asked the adults in charge of your school to make better.

- Help all of you to reach a good level in reading and writing.
- Make all the teaching as good as it can be.
- Improve the way that the school is run and organised.

I am sure that when the teachers and adults start making changes you will all do your best to help them make your school better.

Yours sincerely

Angela Westington
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.