

St Margaret's CE Primary School

Unique Reference Number	105493
Local authority	Manchester
Inspection number	377253
Inspection dates	28–29 May 2012
Lead inspector	Shirley Herring

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Tim Smith
Headteacher	Alison White
Date of previous school inspection	4 February 2009
School address	Withington Road Whalley Range Manchester M16 8FQ
Telephone number	0161 2262271
Fax number	0161 2263418
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Introduction

Inspection team

Shirley Herring
Jennifer Lawrence
John Shutt

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 16 teachers in 26 lessons, observed support staff working with individual pupils outside the classroom, listened to pupils read and held meetings with groups of pupils, staff and a member of the governing body. They observed the school's work, and looked at pupils' books, documentation regarding the safeguarding of pupils, assessments and the tracking of pupils' progress, the analysis of the progress of different groups of pupils and the school development plan. They scrutinised 126 questionnaires completed by parents and carers as well as those completed by pupils and staff.

Information about the school

The school is larger than the average-sized primary school and the numbers are increasing. The majority of pupils are of minority-ethnic heritage. A high proportion of pupils speak English as an additional language, the most predominant languages being Arabic, Somali and Urdu. The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of pupils supported by school action plus or with a statement of special educational needs. The school gained the Eco Schools Green Flag Award in 2011.

There have been several changes to the leadership of the school since the last inspection. The headteacher spent two terms as acting headteacher prior to her permanent appointment in April 2011. The deputy headteacher was appointed in October 2011. There is a new Chair of the Governing Body.

The school met the current floor standards, which the government sets for the minimum expectations for attainment and progress.

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	2

Key Findings

- This is a satisfactory school. It has improved significantly over the past two years. The school is not yet good because there are still variations in pupils' achievement due to some inconsistencies in the quality of teaching. The very harmonious atmosphere between pupils, from a wide range of ethnic backgrounds, stems from the school's strong commitment to developing pupils' spiritual, moral, social and cultural awareness. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.
- Achievement is satisfactory over time but is improving securely and rapidly. Pupils make good progress in Key Stage 2 and attainment is now broadly average. In Key Stage 1 achievement is improving but does not yet match that in Key Stage 2. Children in the Early Years Foundation Stage achieve well because of the high emphasis placed on developing language and social skills.
- Teaching over time is satisfactory and inspection evidence demonstrates it is improving securely; it is often good with now only pockets of satisfactory teaching remaining. The improvements in the teaching of writing have helped to raise attainment significantly over the past two years and the more recent focus on mathematics is beginning to make an impact.
- Behaviour and safety are good. Pupils work productively with each other and treat everyone with courtesy and respect. They show good attitudes to their work and this contributes well to their learning.
- The headteacher and senior leaders have established a strong drive for improvement. Good performance management and actions, such as well-focused staff training, are having a positive impact. The proportion of teaching that is good has increased significantly, consequently the proportion of pupils attaining the level expected for their age in English and mathematics in Year 6 has almost doubled since 2009.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching to raise achievement, especially in Key Stage 1, by:
 - ensuring a good pace in lessons, with clear time limits and expectations, to keep pupils involved
 - reducing the use of worksheets so that pupils organise their own ways of working in order to promote their independence and understanding
 - developing the role of subject leaders in monitoring and evaluating teaching and learning in their subject.

Main Report

Achievement of pupils

Parents and carers are happy with the progress their children make in school. Children enter the school with a range of skills that overall are well below what is usual for their age. They make good progress in the Early Years Foundation Stage, but nevertheless their attainment is below the expectations for their age by the time they enter Year 1. The school rightly places great emphasis on developing children's personal and social skills and so they make particularly good progress in this area of learning.

Pupils make satisfactory progress in Key Stage 1. After several years where attainment at the end of Year 2 has been significantly below average, the school's comprehensive records of pupils' progress show that there has been considerable improvement in the rate of their progress this year. Pupils currently in Year 2 are working closer to the level expected for their age, particularly in writing. This is as a result of a wide range of strategies that have been introduced by the new senior leadership team, including a high priority placed on improving writing. Pupils make good progress in Key Stage 2, and this accelerates in Years 5 and Year 6 because of consistently good teaching in the older classes. After several years when attainment was significantly below average attainment rose in 2011. Results showed attainment as above average in English and broadly average in mathematics. Rigorous assessments of the attainment of pupils currently in Year 6, and the work in pupils' books, indicate that improvements have been maintained and that attainment is broadly average overall. Attainment in reading is slightly below average in Year 2 and is broadly average in Year 6.

Disabled pupils and those with special educational needs progress at a similar rate to their peers because of the good level of well-targeted support they receive. Pupils who enter the school speaking little English receive good support from staff and from other pupils. They learn English quickly and so they make similar progress to others in their class.

Learning is most effective when lessons are interesting and pupils are actively engaged. This was seen in a mathematics lesson where pupils sharpened their recall of multiplication facts by reciting a 'rap', by challenging their partner in a tables game and then using their knowledge to solve multiplication problems. Learning is less effective when pupils have to spend too long listening to the teacher before getting actively involved with their independent work.

Quality of teaching

Pupils, parents and carers are of the view that teaching is good. Inspection evidence shows that whilst there are many examples of good teaching there are variations across the school and so the inspection judges teaching to be satisfactory. Records of pupils' progress support the view that while the quality of teaching is improving quickly and there is much which is good, there remains some which is satisfactory.

Lessons are generally well planned and work is well matched to the needs of different groups, including those pupils supported by school action plus or with a statement of special educational needs. This was seen in a literacy lesson where pupils were set appropriately challenging texts to describe a character. Appropriate prompts were strategically placed to remind different groups about their targets, for example use of punctuation, connectives or more advanced vocabulary. In the more effective lessons teachers give pupils good opportunities to explain their thinking to help them to develop their understanding, whether explaining how to find 75% of an amount or the difference between an orphan and a refugee. Disabled pupils and those with special educational needs are supported well in lessons and their learning is similar to others in the class.

Where teaching remains satisfactory the pace of learning is sometimes too slow and pupils begin to lose concentration. On occasions teachers do not always check that those groups working independently are on target to complete their tasks. In some classes there is an over-reliance on worksheets and this can restrict opportunities for pupils to organise their own work and develop independence.

Teachers mark work carefully and give pupils clear guidance on how they can improve. This is more established in literacy books and has helped to improve the quality of writing. This is now extending to mathematics. Teachers place an increasing emphasis in the curriculum on using and developing basic skills in other subjects. Consequently, the quality of writing has improved and opportunities for applying numeracy skills are improving.

Teachers provide excellent opportunities to promote pupils' spiritual, moral, social and cultural development. Pupils work together extremely successfully in lessons and cooperate very well in the playground. Learning about religions, other cultures, art and music is given much prominence and pupils have many opportunities to explore ideas and develop their understanding of spirituality.

Teachers provide a good range of purposeful, practical activities in the Nursery and Reception classes that show a good understanding of how young children learn. Letter sounds and counting skills are taught systematically and well, and so children make good progress in developing these basic skills.

Behaviour and safety of pupils

Pupils are polite, calm and thoughtful and cooperate well to create a safe and well-ordered environment. They show a good attitude to their work and collaborate sensibly with a partner in class; this contributes well to their learning. Parents and carers and pupils themselves agree that behaviour is good and state that rare instances of bullying of any type are dealt with swiftly and effectively. Pupils say they feel safe, secure in the knowledge that there is an adult they can talk to if they have a problem, for example by visiting the

'Place to Be' at break times. They understand how to recognise risk and how to minimise it, for example, by learning about road safety in assemblies, and they have a good awareness of e-safety. Parents and carers appreciate the workshops in school that have helped them to support their children in this aspect.

Attendance has improved significantly year on year, reflecting the wide-ranging efforts of the school, coordinated by the attendance manager. Older pupils play a valuable role as peer mentors on the playground. They help to address potential tensions by asking pupils to consider how they and others feel, and this fosters an ethos of care and respect for each other.

Leadership and management

Parents and carers are of the view that leadership and management are good. They point to examples of improved communications over the past two years, including weekly newsletters. They also appreciate the workshops which help them to support their children's learning.

The senior leadership team, strongly led by the headteacher, demonstrate a clear vision, with well-targeted initiatives which are helping to raise attainment. Staff training, a consistent approach to marking pupils' work, and a clear focus on developing basic skills have helped to improve teaching. This has resulted in a significant improvement in attainment at the end of Key Stage 2 over the past two years and these strategies are now having a positive impact on attainment in Key Stage 1. Rigorous systems for assessing and tracking pupils' progress have been adopted and are being used effectively to identify and address any underachievement at an early stage. The school has a strong commitment to equal opportunities. The progress of different groups is analysed carefully and additional support is provided promptly so that gaps are narrowing and more pupils are reaching the level expected for their age by the end of Year 6. Subject leaders monitor the curriculum and the work in pupils' books. However, their role in monitoring and evaluating teaching and learning in lessons has not yet been developed fully. Well-focused actions to reduce absences have resulted in a good improvement in attendance.

The governing body know the school well and provide good support and constructive challenge for the leadership team. They are well aware of their responsibilities in safeguarding pupils and staff and the required systems and procedures are in place. Good links with partners in the Primary Inclusion Partnership and the Place2Be service support the school in providing good pastoral care for pupils to enhance their well-being.

The school's strong commitment to pupils' spiritual, moral, social and cultural development has resulted in extremely harmonious relationships amongst pupils from a wide range of backgrounds and cultures. One pupil explained that, 'The best thing about our school is that it's open to everyone, despite their different cultures.' and this is evident throughout the school.

The curriculum is satisfactory and improving. Strong attention to pupils' personal development has had a good impact on pupils' behaviour. The decision to link subjects together provides extensive opportunities to write and this has resulted in a good improvement in the quality of writing. The focus on developing numeracy skills across the curriculum is now having an impact.

Improvements over the past two years in the quality of teaching, in attainment, particularly in writing, and in attendance indicate that the school has a good capacity to improve.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



30 May 2012

Dear Pupils

Inspection of St Margaret's CofE Primary School, Manchester, M16 8FQ

Thank you for making us so welcome when we visited your school. You are well behaved and treat everyone with courtesy and respect. Well done! We were pleased to see that more of you are coming to school every day and this is helping you to improve your work. We enjoyed talking to you in lessons and in small groups and we found your views very helpful. We agree with the pupil who said that one of the best things about St Margaret's is that it's open to everyone, despite their different cultures. Many children join your school speaking very little English and I know how much you help them to settle in and find their way around.

Lessons are generally interesting and there is always an adult around to help those who sometimes find learning difficult. Most of you reach the standard expected for your age by the time you leave Year 6. Children in the Nursery and Reception classes make a good start to school life because their teachers plan a good range of practical activities indoors and outside to help them to learn.

We think that St Margaret's is a satisfactory school, though it is improving all the time. It is part of our job to suggest ways that a school could be even better. We have asked that all teaching is as good as the best so that your achievement continues to improve, particularly for those in Key Stage 1. The teachers are going to make sure that you can get on quickly with your work in all lessons and also give you more chances to set out your work in your books rather than on worksheets. Those teachers who have a management role are going to check that you are doing well in all subjects.

Thank you once again for being so pleasant and helpful. We hope you enjoy the next half term and continue to come to school every day.

Yours sincerely

Shirley Herring
Lead inspector



Haveley Hey Community School

Inspection report

Unique Reference Number	105420
Local authority	Manchester
Inspection number	377241
Inspection dates	2–3 July 2012
Lead inspector	Kathryn Dodd

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	378
Appropriate authority	The governing body
Chair	Judith Summers
Headteacher	Anne Whitehead
Date of previous school inspection	1 July 2010
School address	Nearbrook Road Benchill Manchester M22 9NS
Telephone number	0161 234 1188
Fax number	0161 493 9006
Email address	head@haveleyhey.manchester.sch.uk

Age group	3–11
Inspection date(s)	02–03 July 2012
Inspection number	377241



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Introduction

Inspection team

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Sheila Loughlin
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Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 18 lessons led by 15 teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body, a representative from the local authority, the schools quality assurance partner and with parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspection team analysed questionnaires completed by pupils and staff and analysed 33 questionnaires returned by parents and carers.

Information about the school

Most of the pupils at this larger than the average-sized primary school are White British. In recent years, the proportion of pupils from minority ethnic backgrounds has been increasing. There are now approximately 17 first languages represented. The proportion of pupils that leave or join the school other than in the Nursery and Reception classes is higher than average. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported by school action plus or with a statement of special educational need is above average.

The school was removed from Special Measures in July 2010. It meets the current floor standards which sets the government's minimum expectations for pupils' attainment and progress. The school has been accredited with several awards including the International School Award, Eco-Schools Silver Award and it has achieved Healthy School status. The school is part of a federation with The Willows Primary School. The headteacher and deputy headteacher share their responsibilities across the two schools.

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	1

Key Findings

- This is a good school. It is not yet outstanding because attainment in reading, particularly between Years 3 and 6, remains low. Nevertheless, pupils' achievement, their behaviour and attendance have all improved at a rapid rate since the previous inspection. This is because the quality of leadership and management is outstanding.
- Achievement is good. Attainment, though low, is rising securely and progress is quickly accelerating. The proportion of pupils reaching the nationally expected levels by the end of Year 6 in writing and mathematics is now broadly average. This represents good progress from their typically low starting points. Attainment in reading, is improving, especially by the end of Year 2.
- The quality of teaching is good. Teachers make good use of assessments to provide tasks that meet pupils' needs. A well-established, systematic programme is in place to teach younger pupils to read. Older pupils did not previously benefit from this effective approach. Plans are in place to extend the programme into Year 3 and beyond. Progress is still sometimes held back, however, because not all staff are equipped with the necessary skills to teach pupils to read effectively. In mathematics, weaknesses in the mental calculation skills of some older pupils sometimes hamper their ability to make good progress when completing activities.
- Behaviour is good. Pupils respond well to the strategies to managing their behaviour, which are consistently well applied by staff. Pupils are considerate, polite and respectful, demonstrating good attitudes to learning.
- The relentless determination of the headteacher provides an excellent steer. Staff fully share in her vision, striving to meet it with equal resolve. Rigorous and extensive monitoring of the quality of provision, especially the quality of teaching, by leaders at all levels, results in an accurate evaluation of the school's work and is used highly effectively to manage performance and improve the quality of provision. The leadership of teaching is excellent.

What does the school need to do to improve further?

- Raise attainment in reading, particularly between Years 3 and 6 by:
 - implementing plans to extend the programme for teaching pupils letters and the sounds they make into Year 3 and beyond
 - making sure that all staff involved in teaching pupils to read are equipped with the skills to do so effectively
 - making sure that when adults listen to pupils read they always accurately assess and record pupils' skills and use this to identify and share with the pupils what they need to do to improve.

- Ensure older pupils make consistently good progress in mathematics by providing more opportunities to develop their mental calculation skills.

Main Report

Achievement of pupils

Achievement is good. Pupils, including disabled pupils, those who have special educational needs, pupils of varying ethnic backgrounds and those who join the school partway through their primary education, make good progress. This view is endorsed by all parents and carers in questionnaires. The large majority of children start in the Nursery or Reception classes with skills that are well below those expected for their age. Since the previous inspection, the proportion of children reaching the expected levels for their age has improved significantly and is now broadly average. This reflects good and sometimes outstanding progress. Children are happy, feel safe and are cared for extremely well.

In lessons, pupils are attentive and keen to learn. Most respond enthusiastically to teachers' questions. They work at a good pace, particularly when alongside adults or working collaboratively. In an outstanding Year 3/4 English lesson, in preparation for writing a persuasive letter, pupils sensibly and maturely discussed a moral dilemma faced by a character in a book. Throughout the lesson, they continually reflected on whether they were reaching the success criteria they had collectively identified and agreed. Such activities contribute extremely well to pupils' good spiritual, moral social and cultural development. Learning occasionally slows when pupils work independently. In mathematics for example, they sometimes find activities that require them to use and apply their mathematical calculation skills too challenging.

The increasing influx of pupils partway through the school, many of whom are new to speaking English, adversely affects reported levels of attainment. Nevertheless, since 2008, attainment by the end of Year 2 has been on a sustained improving trend. Rapid improvement is evident in writing. The proportion of pupils now reaching the nationally expected Level 2 in writing is close to average. Pupils are now making good progress through Years 1 and 2, although attainment in reading remains low by the end of Year 2.

Attainment by the end of Year 6 is low but is improving at a good rate, especially in writing and in mathematics, where attainment is now close to average. This represents good progress from their low starting points. Although progress in reading between Years 3 and 6 is also good, attainment by the end of Year 6 is low and lags behind writing and mathematics.

Quality of teaching

The quality of teaching is good. Parents and carers overwhelmingly agree. Teachers' enthusiasm, good organisation, warm relationships and effective management of pupils' behaviour all make a strong contribution to pupils' good progress. The use of support staff contributes well to pupils' good progress, including that of disabled pupils and those who have special educational needs. Activities for these pupils are tailored closely to their needs and they receive effective guidance from teachers and support staff who work seamlessly together.

Staff in the Early Years Foundation Stage undertake very regular assessments of what children know and can do. In an outstanding lesson in Reception, this information was used very skilfully to question individual children and to challenge their thinking and deepen their understanding. Other examples of outstanding teaching observed, such as in Year 3/4, is typified by very fast, targeted and direct questioning that keep pupils continually engaged.

In writing, teachers provide creative, challenging and motivating activities. The quality of marking in literacy is good, informing pupils precisely how they can make their work 'even better'. Even so, occasionally, teachers miss opportunities to correct reoccurring spelling errors, especially those which stem from weaknesses in pupils' understanding of the sounds that letters make. In mathematics, teachers provide pupils with a good range of practical activities that are carefully matched to their varying learning needs. This, along with an improved range of resources, such as 'maths boxes', are contributing to their improved achievement. New initiatives aimed at raising attainment in reading are underway. The successful approaches used to teach younger pupils to read have recently extended into Years 3 and 4. 'Reading Recovery' is already helping to accelerate the progress of pupils with the lowest levels of attainment. Staff have received training aimed at improving the quality of guidance during reading-related activities. Older pupils are also now given more regular opportunities to read with an adult. Although this process is starting to accelerate their progress, staff do not always assess and record pupils' achievements or identify and share with them what they need to do to improve. Consequently, these new initiatives are yet to have a significantly impact on raising attainment.

Behaviour and safety of pupils

Almost all pupils and parents and carers agree that behaviour is good and that children feel safe. Pupils say that 'behaviour has improved a lot'. This was confirmed by inspection observations. Analysis of school behavioural records, for example, indicates that incidents of poor behaviour have decreased significantly and now are rare. Pupils say that lessons are now seldom disrupted by inappropriate behaviour and, if this happens, staff deal with it effectively and quickly. Pupils are very clear about expectations of their good behaviour and are keen to rise to this challenge.

Pupils of varying backgrounds learn peacefully together. Pupils are confident there is no racism or bullying of any type. They are encouraged to share any concerns or worries and know that staff in the 'Place 2 Be' will always be on hand to talk. Pupils good understanding of their 'rights and respect', contributes well to their good spiritual, moral, social and cultural development. Pupils are proud to belong to their vibrant school community, eagerly contributing positively to it by playing a key role in school decision-making, driving improvements and taking on responsibilities. 'Reading Buddies' for example, particularly enjoy helping to improve the reading skills of younger pupils, demonstrating a very mature, sensitive and caring approach. Pupils are keen to win the weekly prizes to celebrate their good or improved attendance. Owing to the school's excellent efforts and partnerships with parents and carers, attendance is improving at a rapid rate and is now broadly average.

Leadership and management

The strong and sustained improvement in the academic achievement of pupils of all ages, along with significant improvements in their behaviour and attendance reflect the outstanding quality of leadership and management. In pursuit of excellence, leaders engender very high expectations amongst staff. A very strong sense of teamwork and high morale pervades the school. Staff are extremely proud to work at the school and keen to improve their own performance to the highest levels. Leaders place a very high priority on the professional development of staff. They continually seek out and provide opportunities for staff to share best teaching practices and to develop leadership skills across the federation. This has improved the quality of teaching and it is now consistently good or better. Through highly effective performance management, staff are continually held to account for making sure pupils' achievement improves at a good rate. Ongoing and rigorous monitoring of the quality of teaching, along with a detailed review of pupils' progress, swiftly and accurately identifies where achievement could improve further. Actions to improve attainment in reading, for example, are already underway. The capacity to improve further is outstanding.

Leaders demonstrate an unrelenting commitment to eradicating any potential barriers to learning. Specialist pastoral staff, coupled with the outstanding partnerships fostered with external support agencies and with parents and carers all makes a strong contribution to supporting disabled pupils, those with special educational needs or those with social and emotional needs. This support, along with pupils' rapidly improving achievement, demonstrates the schools commitment to promoting equality of opportunity and to closing gaps in achievement. Their successes are evident across the school. In the Early Years Foundation Stage, for example, outstanding leadership has resulted in significant improvements in the quality of provision since the previous inspection.

The governing body make an excellent contribution. They are highly ambitious for the school. This is why they continually hold the school to account for driving forward improvement at a fast pace and their impressive understanding of pupils' progress and attainment enables them to do so very effectively. The safeguarding procedures meet requirements.

The curriculum is good and improving. An extensive array of partnerships beyond school, such as with other schools and local businesses helps to broaden pupils' understanding of the wider world and contributes well to pupils' enjoyment of school and to their good spiritual, moral, social and cultural development. Successful adaptations to the writing curriculum, such as providing more exciting opportunities to write creatively and at length, including in other curriculum subjects, are helping to raise pupils' attainment in writing. The mathematics curriculum is improving, although some weaknesses in pupils' quick mental calculations skills are yet to be addressed effectively.

Glossary

What inspection judgements mean

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Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
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Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
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Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures
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.



4 July 2012

Dear Pupils

Inspection of Haveley Hey Community School, Manchester M22 9NS

Thank you so very much for the extremely warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out about your views. You told us that you have 'the best teachers' and that you think your school is 'amazing'. Your school has been improving very quickly and it is now a good school. Although by Year 6, your attainment is lower than expected for your age, you make good progress. These are just a few of the things that impressed us:

- seeing how proud you are to belong to your school. It is clear that you all get along really well together, treat one another and the adults with respect and learn peacefully together
- finding out about all the ways you are helping to improve your school
- finding out that many more of you are now coming to school every day and how much you enjoy it
- finding out how much your behaviour has improved and seeing you playing so sensible and safely with all the wonderful new equipment in the school grounds
- finding out just how much your attainment in writing and mathematics has improved.

We have asked that some further improvements be made to ensure that:

- your attainment in reading improves, particularly between Years 3 and 6
- adults provide you with more chances to develop your mental calculation skills.

You can help by making sure that you always know what to do to reach your reading targets, by reading regularly at home and practising your times tables over and over again. Of course, please make sure you all keep coming to school every single day.

My very best wishes to all of you for a bright and successful future and I hope that you achieve the 'Rights Respecting School' award very soon.

Yours sincerely

Kathryn Dodd
Lead Inspector

Inspection report: Haveley Hey Community School, 2–3 July 2012

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Burnage Media Arts College

Burnage Lane, Burnage, Manchester, M19 1ER

Inspection dates 19-20 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a highly inclusive college in which students achieve well. The progress the boys make from their starting points is good overall and many make excellent progress in English.
- Teaching is good and some is outstanding. Lessons are planned well to motivate students of all abilities to improve their learning and progress.
- The positive impact of leaders, managers and governors is demonstrated in the improvements made to the quality of teaching and students' achievement and behaviour since the college's previous inspection.
- The off-site, alternative provision managed by the college is successfully meeting the needs of some of its Key Stage 4 students whose circumstances may make them vulnerable or at risk of exclusion.
- Students are very well cared for and consequently feel safe and valued as individuals. Their behaviour is typically good during lessons and, for the most part, during recreation times and when moving around the building.
- The headteacher, a local leader in education, articulates a clear and shared vision for the college's work and is at the helm of a strong leadership team.

It is not yet an outstanding school because:

- Recent improvements are not embedded sufficiently to have ironed out variabilities in the performance of different subjects or for different groups of students. Their overall achievement has not yet reached outstanding levels.
- The analysis of information by leaders at all levels is not sophisticated enough to provide clear evidence of the impact of the college's work on improving the achievement and behaviour of different groups of students.

Information about this inspection

- Inspectors observed 30 lessons and held discussions with several groups of students.
- The college's off-site alternative provision, 1.5 miles from the main site and currently catering for around 16 Key Stage 4 students, was visited by inspectors.
- Inspectors took account of the 38 responses to the on-line questionnaire (Parent View), and to 78 questionnaires completed by staff.
- Meetings were held with staff, including senior and middle leaders, and members of the governing body. A telephone discussion was held with a representative of the local authority.
- Inspectors observed the college's work and looked at a number of documents. These included information on the students' current progress, the curriculum, self-evaluation, monitoring and development plans, and policies and records on safeguarding, behaviour and attendance.

Inspection team

Marguerite Murphy, Lead inspector

Her Majesty's Inspector

Mary Lanovy-Taylor

Additional inspector

Bimla Kumari

Additional inspector

Joe Woodyatt

Additional inspector

Full report

Information about this school

- The college is slightly below average in size. Less than 10% of students are from White British backgrounds. Most students come from a range of minority ethnic groups, mainly of Asian or Asian British background with the largest group, almost 50% of students, being of Pakistani heritage. A high proportion of students speak English as an additional language, with a significant number of these being in the early stages of learning English.
- The proportion of students supported through the pupil premium, 32%, is double that of the national average.
- The proportion of students supported through school action is above average. The proportion supported by school action plus or with a statement of special educational needs is significantly above average.
- The college meets the current government floor standard for students' achievement and progress at the end of Key Stage 4.
- In addition to its on-site 'School Inclusion Unit' facility, the college also leases premises in Stockport, known as the 'Burnage Off-Site Provision', led and managed by members of the college staff team.

What does the school need to do to improve further?

- Push forward with the college's development plans and strategic overview of its work to raise further students' achievement and behaviour and safety by:
 - refining the way in which leaders at all levels use the significant amount of information that is collected about the performance of groups of students
 - analysing this in a concise and accessible way when identifying patterns in the behaviour or achievement of particular groups of learners to inform action planning for improvement
 - reviewing this information when evaluating the impact of the college's work to fully demonstrate the progress made in key priority areas
 - building on the successful actions already taken in improving the quality of teaching to increase the proportion that is outstanding.

Inspection judgements

The achievement of pupils is good

- Students enter the college with attainment that is typically well below average. They make good progress to reach attainment that is broadly in line with the national average by the time they leave, although a lower proportion gain the highest grades A* or A in GCSE examinations.
- An above average proportion of students exceeds the nationally expected levels of progress between Years 7 and 11, particularly in English, which has long been recognised as a strength of the college. Most students read widely and benefit from regular opportunities to develop their literacy and numeracy skills across the curriculum.
- All groups of students achieve well and make good progress in most lessons. Those who speak English as an additional language receive targeted support to improve their understanding of English, although this presents a challenge when the range of needs are so diverse, as some students are very recent arrivals to this country. Nevertheless, most make good progress over time.
- Students of Pakistani heritage also make better progress than others nationally, as do those who are supported by the pupil premium. The college's results in 2011 suggested that some of the White British students, a relatively small group, underachieved. However, inspection findings confirmed that this was not typical and related more to fluctuations in individual students' circumstances.
- Disabled students and those with special educational needs make similarly good progress to their peers. The college provides an effective range of interventions that give additional support and guidance to enable these students to reach their potential. Those who access the School Inclusion Unit and the Burnage Off-Site Provision achieve significant gains in their ability to apply themselves to learning and make progress in basic skills.
- The college holds a significant amount of information about individual students' achievements and where variations are evident. However, the performance of particular groups of students has not always been analysed concisely enough to inform action plans or to check on how successful the college's actions have been.
- Following the identification of underperformance in science and technology subjects, significant improvements have been made to students' achievements in these areas that are reflected in the school's unvalidated results for 2012. In addition, results in mathematics and humanities subjects also demonstrate a strong upward trend over the last three years.
- Students express positive views about the college and the curriculum it provides. A good range of additional and optional activities are available to all students, including visits and field trips that enhance their enjoyment of learning.
- Evidence, including Parent View and discussions with students, indicates that most parents and carers are happy with the progress their sons are making at the college.

The quality of teaching is good

- Teaching is consistently good and sometimes outstanding. This has a positive impact on students' learning, progress and personal development, resulting in the continuing upward trend in their overall achievement.
- Teachers are committed to developing their skills further and are determined to demonstrate outstanding teaching on a more regular basis. They act in a professional manner and know and care about each individual student, which contributes to the very positive relationships in lessons and around the college.
- Students and most parents and carers agree that teaching is good. Students themselves speak of improvements to lessons in some subjects that they were less happy about before.
- The relatively large number of new teachers appointed since September 2011, many in the

last few weeks, have settled into the college well. Several have prior experience here as trainees and have benefitted from effective mentoring and in-house training.

- Teaching assistants and other support staff make a positive contribution to students' personal development and quality of learning in lessons.
- Teachers use resources well and provide increasing opportunities for students to apply their learning in practical situations, for example in science and media studies.
- Where teaching is particularly effective, teachers use their good knowledge of students' abilities and areas for improvement to provide tasks that are particularly well-matched to their needs. Skilful questioning encourages students to think and respond in depth to demonstrate their understanding, and the teacher then challenges them further to move their learning on.

The behaviour and safety of pupils are good

- The college's excellent pastoral care systems are successful in removing barriers to learning for its students, including the high proportion whose circumstances may make them vulnerable. This contributes to the college's caring ethos and students' positive attitudes to learning, so that low-level disruption in lessons is uncommon.
- Students who spoke with inspectors agreed that behaviour in the college has improved in the last few years and is typically good. Inspection findings confirm that behaviour in lessons is consistently good, especially when students are motivated by good or outstanding teaching. The number of fixed-term exclusions has reduced significantly in recent years.
- A minority of parents and carers do not agree that the college deals effectively with bullying, but inspection evidence and the views of students do not reveal concerns about bullying. Students are aware of how to keep themselves safe, although when asked about their knowledge of specific types of bullying, some were less able to explain this in more detail.
- The high level of staff supervision around the building in between lesson times helps to maintain a positive, orderly and safe environment. Relationships between groups of students and with staff are harmonious, reflecting the college's promotion of equality of opportunity and the importance of valuing individuals.
- Inspectors noted, and students agree, that the college's ban on mobile phones has contributed to a reduction in opportunities for cyber bullying in and around the college, or disruption in classes.
- Staff and leaders record and check a large amount of information about students' behaviour on an individual basis. This is not routinely analysed to look for patterns that may suggest ways of reducing further any incidents of unacceptable behaviour or minor risks to students' safety. This would also be useful in celebrating where improvements are noted.
- Attendance has improved and is now above average, as a result of a range of successful interventions put in place by the college. Significant reductions have been noted in the number of students who are persistently absent.

The leadership and management are good

- Self-evaluation is accurate and based on leaders' clear understanding of the college's strengths and areas for development. Expectations are high and underperformance is tackled as staff are held to account for students' progress.
- Recent changes to the structure and responsibilities of the leadership team ensure a clear focus on priorities for improvement in academic and pastoral matters. Appropriate deployment of non-teaching staff makes a positive contribution to the effective use of resources within the whole college staffing structure.
- There are plans in place for training to improve senior and middle leaders' skills in the detailed analysis of the performance of groups of students in each faculty area, but these

are at an early stage.

- The curriculum is well balanced and offers a wide range of experiences that promote students' spiritual, moral, social and cultural development. Leaders have acted on their review of the curriculum and introduced changes to supplement the predominantly GCSE examinations on offer. A range of programmes are now available that are more suited to the diverse needs of some of the students and have helped to improve their current and predicted success rates.
- The college's action plans are focused on the key priorities that will move it forward and continue the upward trend in students' achievement. Plans also reflect the college's lack of complacency in its continuous efforts to maintain and further improve students' positive behaviour and safety.
- Creating more opportunities to gather the views of students and their parents and carers is an appropriate target to enhance partnerships between home and college in promoting good behaviour and homework policies.
- Teaching and learning is well led in the college. Effective partnerships exist with teacher training providers and trainees benefit from high quality mentoring systems. In-house training, coaching and performance management have a positive impact on the continually improving profile of the quality of teaching.
- Only a small minority of staff who completed questionnaires did not agree that the college made appropriate provision for their professional development, or that all staff consistently apply school policies. All responses expressed unanimous agreement that they feel proud to be a member of staff here.
- The college's arrangements for safeguarding students meet statutory requirements.
- The local authority provides light touch support for this good school.
- Leaders and governors give careful consideration to the best use of its financial resources to narrow gaps in the attainment and life chances of different groups of students.
- **The governance of the school is effective because:**
 - members of the governing body provide a good level of support and challenge to the college and its leaders and ask pertinent questions about the effectiveness of their work
 - they know the college and its community very well and are determined that the well being and achievement of all students are at the heart of the decisions they make about the deployment of resources.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105557
Local authority	Manchester
Inspection number	400784

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

Type of school	Secondary
School category	Community
Age range of pupils	11-16
Gender of pupils	Boys
Number of pupils on the school roll	812
Appropriate authority	The governing body
Chair	Mr John Milner
Headteacher	Mr Ian Fenn
Date of previous school inspection	3 March 2010
Telephone number	0161 432 1527
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