

School report



Rodney House School

388 Slade Lane, Burnage, Manchester M19 2HT

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All aspects of this wonderful school’s work are outstanding because leaders and managers, including the governing body, are continually seeking ways to raise standards and to improve the quality of teaching even further. They ensure that Rodney House continues to be a centre of excellence for Early Years Foundation Stage children who have complex special educational needs.
- Although the school’s self-evaluation document is accurate, there remains scope to refine the school’s monitoring further by taking greater account of the data that track children’s progress and using these to support their evaluations of children’s achievement and the quality of teaching.
- Almost all children make outstanding progress from exceptionally low starting points, especially in the areas of personal and social development, and communication and language.
- Children’s achievement is outstanding because the quality of teaching is outstanding. Teachers and teaching assistants are highly knowledgeable and make sure they plan work which is matched to the needs of every individual child.
- It is clear that children gain huge enjoyment from their time in school. Their behaviour and safety are of paramount importance and behaviour is outstanding because strategies to manage it are consistent across all settings.
- The school provides enormous support to parents and, through its outreach role, to other early years settings. The exceptional partnerships with health professionals ensure all needs are met so that children are ready to learn.

School report



St Margaret Mary's RC Primary School Manchester

St Margaret's Road, New Moston, Manchester, M40 0EJ

Inspection dates 5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' progress has improved significantly over the past three years and their attainment by the end of Year 6 is above average and, on occasions, well above. This demonstrates outstanding achievement given children's starting points on entry to the Nursery class. In the outstanding Early Years Foundation Stage, children are already adept at working independently and finding things out for themselves. Across the rest of the school, pupils read and write with confidence and accuracy. In mathematics, they have mastered a range of methods to complement their already impressive calculation skills.
- Teaching is outstanding in all key stages. Teachers plan work and activities in class which get the best out of their pupils. Pupils learn rapidly and with enjoyment. Those who sometimes find the work difficult are supported exceptionally well by the excellent team of support assistants. In all classes, there are excellent relationships between pupils and between pupils and the adults who work with them. Staff are now working hard to ensure that the sharing of good and exemplary classroom practice is further embedded across the school.
- In the words of pupils, 'We are very proud of our school because we always get chances to show what we can do.' Pupils are very keen to learn, behave outstandingly well and feel safe and secure in school. They have the highest regard for their classmates and for their teachers and support assistants. They take on a variety of responsibilities: older pupils help younger ones with their reading and handwriting and also accompany children in the Early Years Foundation Stage to lunch. All parents who responded to the on-line questionnaire believe their children are safe and happy in school.
- The executive headteacher has the highest ambitions for the school. Her outstanding leadership ensures that all staff share her very clear view of how successful the school can be. The impact of procedures to check the quality of teaching and of performance in all areas of school life shows that the well-being of each individual pupil is central to the school's work. It recognises, for example, that pupils do not always have enough opportunities to use new technology as an aid to learning. Governors support the school outstandingly well but also hold it to account with the utmost rigour.

School report



Barlow Hall Primary School

Darley Avenue, Chorlton-Cum-Hardy, Manchester, M21 7JG

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and sometimes outstanding progress.
- Teaching is good, with some outstanding practice. Effective teaching has brought about on-going improvements in pupils' achievement since the time of the school's previous inspection.
- The school provides well for pupils who speak English as an additional language, pupils who have special educational needs, including those in the school's additional places for pupils with autism or language difficulties, and pupils known to be eligible for the pupil premium funding. This enables the pupils in all of these groups to make good progress.
- Pupils from a wide range of backgrounds learn together happily. Pupils' behaviour is excellent, they attend regularly and they feel very safe and secure in school.
- The headteacher is an inspirational leader. She is ably supported by a strong leadership team, by all of the staff and by knowledgeable and effective governors.
- Leaders keep a very systematic check on the impact and quality of teaching to ensure that pupils' needs are met well. This is driving improvements forward vigorously and helping pupils to achieve increasingly well.
- Children make a good start to their education in the very well led Early Years Foundation Stage.

It is not yet an outstanding school because

- Although the overall quality of teaching is good, it is not yet consistently outstanding. This is the main reason why pupils' achievement across the school is also good, rather than outstanding.
- A very small proportion of teaching still requires improvement. Leaders have already identified these areas of relative weakness and are actively addressing them, but there has not been time for their work to achieve its full effect.

Information about this inspection

- The inspectors observed 15 lessons. They also made a number of short visits to lessons. They listened to pupils read in Years 1, 2 and 6 and they observed the teaching of letters and sounds in the Reception class and in Key Stage 1.
- Meetings were held with three members of the governing body, with staff, with groups of pupils and with a representative from the local authority.
- Inspectors reviewed information from 23 responses to the on-line parent questionnaire (Parent View) and they also met with a group of parents to hear their views about the school.
- They took into account the views that staff expressed in the questionnaires they completed.
- They observed the school's work and looked at a number of documents, including the school development plan, documents relating to safeguarding, behaviour and attendance records and the school's own data on pupils' current progress.

Inspection team

Diane Auton, Lead inspector	Additional Inspector
Pamela Davenport	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Around a third of pupils are from White British backgrounds and nearly two thirds have English as their home language. Other languages spoken at home by pupils include Arabic, Urdu and Somali, with a further eight home languages, including some Eastern and Western European languages also represented.
- The proportion of pupils who join or leave the school at times other than the usual transition points is well above average.
- The proportion of pupils supported through school action, school action plus, or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for pupil premium funding is also well above average.
- The local authority provides seven additional places at the school for pupils who have autistic spectrum disorders or who have specific speech and language difficulties (known in school as the resourced provision).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club and an after-school club every day during term time.

What does the school need to do to improve further?

- Raise pupils' achievement from good to outstanding by:
 - increasing the proportion of outstanding teaching, through continuing to guide improvements and sharing excellent practice
 - eliminating the very small residue of teaching that requires improvement, through continuing to check carefully on the quality and impact of teaching in lessons and through on-going staff training.

Inspection judgements

The achievement of pupils is good

- Children's skills are generally below and sometimes well below those typically expected for their age when they start school in the Nursery class. Good teaching and a lively curriculum in the Early Years Foundation Stage help them to progress well. They quickly become eager and enthusiastic learners. Those who are learning to speak English make a good start as a result of the effective support they are given. Pupils' skills are still a little below those typically expected for their age when they enter Key Stage 1.
- Across the school, pupils show very positive attitudes to learning. They listen well in lessons and always try hard to do their best work. They present their work neatly and take a pride in their achievements. They work together well, with a partner or in a group.
- Pupils who are new to the school often have low starting points; they are often newly arrived in the country and are at a very early stage of learning English. The school's data show that these pupils usually progress well, although the standards they reach are often below or well below those for most pupils nationally and below those of other pupils in the school.
- Pupils who remain at the school for all or most of their primary education reach average standards by the end of Year 6. Standards across the whole school are rising quickly and are now much closer to what is expected of all pupils across the country. The proportion of pupils who do even better than this is increasing, year on year.
- Pupils make good overall progress as they move up through the school. They make rapid progress in Years 5 and 6, where teaching is especially effective.
- In 2012 all Year 6 pupils, including those with English as their additional language, pupils with special educational needs and pupils known to be entitled to pupil premium funding, made excellent progress from their starting points.
- In the current year, evidence from the school's data, from lessons and from the work in pupils' books all show that achievement is good overall in Key Stages 1 and 2. Pupils in Year 6 are on track to achieve well by the end of the year. Pupils' progress is excellent in lessons where teaching is outstanding and good in the majority of lessons, where teaching is good. In the small minority of lessons where teaching requires improvement, pupils' progress is not always as good as it could be.
- Effective teaching of letters and sounds gives pupils the tools they need to approach reading with improved confidence. Standards in reading have risen and are now average overall with some above average standards by the time pupils leave the school at the end of Year 6. Regular reading sessions for all year groups foster a real love of reading in pupils and helps them to improve their understanding of what they are reading. Older pupils are starting to read widely.

The quality of teaching is good

- Most teaching is good and some is outstanding. This is contributing strongly to on-going improvements in pupils' learning and progress. In a small minority of lessons further improvement is needed to bring the quality of teaching up to good.
- Typical features of the good and outstanding teaching seen during the inspection include:
 - well-planned lessons, with interesting activities matched well to pupils' varying abilities and needs
 - clear explanations, so pupils know what they are expected to learn and to do
 - good attention to timings, so that lessons move along briskly and pupils' interest is sustained throughout the lesson
 - effective teamwork between teachers and skilled teaching assistants, so that all pupils are given the support they need
 - very effective use of marking, helping pupils to know what they need to do to improve their

work.

- In the few less effective lessons, weaker teaching holds some pupils back a little. Sometimes this is because the part of the lesson when the teacher is speaking to the whole class goes on for too long, so that some pupils lose concentration. Sometimes, it is because pupils are not given enough opportunities to develop their skills through practical activities in the lesson.
- Where teaching is good work is well-matched to pupils' abilities and so they learn well. However, sometimes work is not hard enough to challenge the more able pupils and so they do not learn as much or as fast as they could.
- Where teaching is outstanding, there is a high level of challenge for all pupils and particularly for the more able. Pupils respond to this very well. In an excellent mathematics lesson in Year 5, for example, pupils were deeply absorbed in solving mathematical problems in order to complete a family tree. After an introductory discussion with their teacher, they decided together on the best way to approach the task, showing that they could use a range of mathematical operations with confidence. They worked systematically and completed the task accurately, showing excellent progress in learning how to use and apply their mathematical skills to solve 'real' problems.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour, courtesy and attitudes to learning are exemplary. They feel very secure in school and they are confident that adults are always there to help if they have a problem.
- Parents' comments and questionnaire responses show that they value the care and safety the school provides for their children and that they have great confidence in the headteacher and staff.
- Pupils understand issues around different types of bullying, including bullying through the internet or text messages, and how it should be dealt with. They say that racism is not tolerated in their school and that the staff would not allow bullying. When pupils fall out with each other, they are often able to sort matters out for themselves, with the help of buddies from Year 6, who can talk them through their problems and help to find a solution.
- Pupils have an exceptionally well-developed and well-informed awareness and acceptance of differences in faiths and cultures. They speak knowledgeably about the main festivals that occur through the year and they understand and respect various religious observances, including the need for some pupils to take time to pray during the day.
- They show a real understanding of issues faced by some of their peers who have additional behavioural or emotional needs, saying that some people need extra help from the learning mentors so that they can feel safe and happy in school.
- Pupils are actively involved in helping to make the school a happy place for everyone. They readily take on responsibility, for example, as school councillors, buddies and team captains.
- Pupils with additional learning, health, language and social needs, including those in the additional places that the local authority provides, are supported extremely well. The school's Inclusion Team keeps a sharp focus on helping pupils to overcome difficulties to learning and improving pupils' achievement. This is helping pupils to do increasingly well at school. The team works very closely with the speech and language therapy service, which operates from the school site, and they have strong partnerships with a wide range of other agencies that support pupils' well-being.
- The school provides extremely good support for pupils and families whose circumstances might put them at risk. This includes the 'think room', where trained staff provide therapeutic support for pupils experiencing stress or anxiety.
- Attendance is in line with national average figures. This represents an improvement over recent years and reflects the success of the school's continuous efforts to promote good attendance.

The leadership and management are outstanding

- The headteacher, the very effective deputy headteacher and the assistant headteachers are a strong team; they show great determination in driving forward improvements. With help from the middle leaders in school, they regularly check on the quality of teaching and the difference it makes to pupils' progress. The leadership of teaching is supported by an extensive programme of staff training and development.
- Detailed progress reviews each term give the school a very clear picture of how well every pupil is doing and help identify anyone who may need additional support.
- The school development plan is well thought out. It sets out 'milestones' against which leaders can measure the school's success in meeting its targets across the year. This helps leaders to have a clear picture of how well the school is doing.
- Support for pupils who speak English as an additional language, for pupils with special educational needs, including those in the resourced provision, and for pupils known to be eligible for pupil premium funding is led and managed extremely well by the deputy headteacher. Inclusion Team members have a wide range of specialist skills and they work well together. They also provide training for all staff to ensure everyone's skills are up to date.
- Two middle leaders have ensured that very effective leadership is sustained in the Early Years Foundation Stage in the period leading up to the appointment of a new leader in January 2013.
- Pupil premium funding is used to provide additional teaching assistant and learning mentor support for pupils and also to help to pay for enrichment activities, such as out of school visits, for those pupils who are entitled to this support.
- The school's curriculum enables pupils to work on topics in lessons that engage their interests well. There are frequent opportunities for pupils to practise their literacy and numeracy skills in topic work and this is contributing well to improving their achievement. The curriculum is enriched by many visits and visitors, by opportunities to learn French and to develop sporting, artistic and musical skills and by a good range of after-school activities.
- The local authority provides effective support for this good school, through regular advice and support.
- **The governance of the school:**
 - Governors' detailed knowledge and understanding of pupils' achievement and of the quality of teaching and learning in the school enables them to play an active part in checking the school's work. Their involvement in managing staff performance ensures that everyone is held to account for pupils' progress. The governing body is fully aware of the link between staff performance and salary progression. Governors ensure that the pupil premium funding is spent wisely to help pupils to overcome difficulties that stand in the way of successful learning. Governors carry out their statutory duties effectively, ensuring that safeguarding procedures are managed well and reviewed regularly. They ensure that equal opportunities are promoted vigorously and that discrimination is not tolerated in school. There is an on-going programme of training for governors and governors often join the staff at their training events.

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	105484
Local authority	Manchester
Inspection number	402977

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	301
Appropriate authority	The governing body
Chair	Miguel Jackson
Headteacher	Jayne Kennedy
Date of previous school inspection	14 April 2008
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School report



Medlock Primary School

Wadeson Road, Chorlton on Medlock, Manchester, M13 9UJ

Inspection dates 24–25 October 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.

- Pupils achieve well. They make good progress as a result of careful tracking and support. They leave school at the level expected for their age.
- Teaching is good overall with some that is outstanding. Pupils benefit from well-resourced and carefully planned lessons. This ensures that they enjoy their learning and have a good understanding of what they need to do to improve.
- Pupils' behaviour is good, and their positive attitudes make a good contribution to their learning. They enjoy school and feel safe. This is reflected in their good attendance.
- School leaders and governors have a very accurate understanding of the school's strengths and areas for development. They use this information to create well-prioritised action plans. As a result, the school has made rapid improvements since the last inspection.
- The curriculum has a clear focus on developing pupils' basic skills. It is enhanced by a varied range of enrichment opportunities which make a good contribution to pupils' social, moral, spiritual and cultural development.

It is not yet an outstanding school because

- Teachers do not always make the best use of time. Work is not always hard enough, especially for the more able pupils, who do not always make enough progress.
- Standards in reading are not yet as good as they are in writing.
- In the Early Years Foundation Stage staff do not take every opportunity to extend children's speaking skills.

Information about this inspection

- Inspectors observed parts of 25 lessons, including joint observations conducted with the school's senior leaders.
- Discussions were held with school staff, pupils, governors and representatives from the local authority. In addition, inspectors held brief informal conversations with a number of parents.
- There were only 5 responses to the online parents' questionnaire (Parent View). Inspectors took these into account alongside data from the school's own analyses of parental feedback.
- A range of documentation was scrutinised including the school's monitoring of teaching, action plans, behaviour logs, pupil progress data and minutes of meetings. Inspectors also looked at pupils' work and books in lessons.

Inspection team

Christine Birchall, Lead inspector

Additional inspector

Shirley Herring

Additional inspector

Peter Allen

Additional inspector

Full report

Information about this school

- Medlock Primary School is a much larger than the average primary.
- The proportion of pupils supported at school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils who are from ethnic minorities, and those for whom English is an additional language, is much higher than the national average. Currently 35 different languages are spoken in the school.
- The proportion of pupils known to be eligible for the pupil premium is much higher than average.
- A higher than average proportion of pupils join or leave the school during the academic year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has an on-site care club which is not managed by the governing body.

What does the school need to do to improve further?

- Further improve teaching so that it is never less than good, and more is outstanding, by:
 - making sure that no time is wasted in lessons and that work is sufficiently challenging, particularly for the more able, so that they make faster progress
 - giving more attention to children's speaking and communication skills in the Early Years Foundation Stage.
- Raise attainment in reading by:
 - teaching the skills of blending letters and their sounds more effectively in Key Stage 1
 - ensuring that books are precisely matched to the interests and abilities of the pupils.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skills that are generally below the level expected for their age. They make good progress and leave the Early Years Foundation Stage at levels that are much closer to average except in reading and communication. Many children start school with limited language skills and a reluctance to speak in groups. Staff encourage children to take part in activities but do not grasp every opportunity to involve children in conversations and extend their confidence and vocabulary.
- Progress is good in Key Stages 1 and 2 and pupils leave Year 6 at the expected level in reading, writing and mathematics. Although overall attainment is rising, it is being held down because not enough pupils reach the above-average level.
- Pupils are increasingly skilled in using their number skills in other subjects and can explain the methods they have used to reach an answer. Pupils are confident when writing for a range of purposes, such as to give instructions or to express their views in a letter. Although attainment in reading is average, it is slightly lower than in the other subjects. It is improving because teachers have increased pupils' opportunities to read, although their books are not always matching their needs. Pupils in Key Stage 1 identify letters and the sounds that they make but lack confidence in blending these sounds to tackle new words.
- Pupils with disabilities and those who have special educational needs, as well as those who are eligible for the pupil premium, are well supported so that they make good progress from their starting points.
- Pupils for whom English is an additional language, including international new arrivals, are closely monitored and supported, which ensures that their language skills do not slow down the pace of learning and progress. Bilingual help is readily available and they make good progress, with many leaving school reaching the expected level.
- Pupils have very positive attitudes to their learning. They are encouraged to work both independently and collaboratively from early years upwards and, as a result, many of them display high levels of resilience as they get older. For example, in Year 4, when faced with a challenging maths problem, a group of boys used the advice on display to solve it rather than immediately asking the teacher.

The quality of teaching is good

- Teachers know their pupils extremely well and, in the best lessons, use their knowledge to provide activities which meet the needs of individuals and groups, so that they are all able to make good progress in the majority of lessons.
- When teaching is less effective in Key Stages 1 and 2, the pace of learning slows when teachers spend too long talking to the whole class, and there is sometimes a lack of challenge for more-able pupils.
- In contrast, most teachers plan lessons well and support them with a range of high-quality resources which reflect the multicultural nature of the school community. They provide a good range of purposeful and practical activities which show a good understanding of how pupils learn.
- Children in the Early Years Foundation Stage benefit from a well-organised and attractive outdoor learning environment. Staff encourage learning through practical activities including role play. Staff promote discussion and ask questions but sometimes accept very brief answers and miss opportunities to develop the speaking skills of the very young children.
- Teaching assistants are trained well and effectively deployed to meet the needs of the learners. A significant number of group and individual interventions take place. These are closely monitored and have a major impact on pupils' progress.
- Teachers' marking and feedback ensure that pupils know what they need to do to improve. Pupils can explain the 'green arrow' and 'assertive mentoring' files and refer to them to

understand their targets and next steps for learning.

- Good relationships underpin pupils' positive approach to learning and contribute to the development of pupils' social, moral, spiritual and cultural development.

The behaviour and safety of pupils are good

- Pupils behave well throughout the school day, both in and out of lessons. They are well supported in this by all adults, who provide good role models for calm and courteous behaviour and apply the school's code of conduct consistently. Occasionally, when there is insufficient challenge for the more able pupils, they can become too passive in lessons and do not make a full contribution to what is happening.
- Pupils are proud of their school and enjoy their learning. They talked very confidently to inspectors of all the opportunities available to them, and feel safe and well supported. Parents' views confirm that the school keeps their children safe and that behaviour is typically good.
- Pupils have been actively involved in developing the school's 'golden rules'. As a result, they understand the importance of keeping to them and the consequences of any misbehaviour, as well as the rewards for good behaviour. They say that there is very little bullying in the school and are certain that the teachers would deal with it effectively should it arise. They understand about the different types of bullying and feel confident that they know how to stay safe, for example from cyber-bullying.
- Pupils are encouraged to be active members of the school community. As a result, the school council has made presentations to the governing body and 'peer mentors' have received training to support fellow pupils who may be experiencing difficulties.
- Pupils talk about their learning and know that each piece of work builds on what they have already learned and helps them to improve. In discussion, they expressed confidence that the school was ensuring they develop essential skills which would help them with their future education.
- The school's unrelenting drive to improve attendance has increased attendance from below average at the last inspection to good. Pupils enjoy being at school.

The leadership and management are good

- As a consequence of a very clear vision and detailed, systematic monitoring systems, the school has made considerable improvements since the last inspection. Leaders at all levels now make significant contributions to school improvement. This has ensured that pupils now make good progress.
- School leaders have a very accurate view of the school's strengths and areas for development. Priorities are clear and actions are focused on raising attainment. All staff have a shared understanding of the direction in which the school is moving. Rigorous tracking of pupils' progress identifies any underachievement. Expectations of staff are high and they are held to account for the progress of their pupils.
- Leaders ensure that support is being provided where it is most needed. Leaders track the progress of pupils at both individual and group level, and address issues as they emerge. They have identified that the progress of the more able could be more rapid and have recently started to track the performance of that group as closely as they do with the rest.
- In contrast to this is the swift response to the pupils who arrive mid-year, including international new arrivals. Their needs are assessed and help provided. One parent spoke extremely positively of how well teachers had supported her child, who had only been in the school a week and spoke little English. The child was settled and happy as a result.
- The pupil premium has been used to provide additional support for targeted individuals as well as groups of pupils. School leaders have closely monitored the impact, which shows that last

year in Key Stage 1 these pupils performed slightly better than their peers. At Key Stage 2 these pupils swiftly close the gaps in their performance and make good progress.

- The quality of teaching is closely monitored and leaders have an accurate view of strengths and development needs. Professional development is closely linked to whole-school issues as well as the needs of individual teachers. Leaders have used a number of strategies, including coaching and performance management targets aimed at raising achievement, to improve the quality of teaching. Although there remain some variations in the quality of teaching, the overall picture is stronger than at the last inspection.
- Partnerships with parents are very effective in enabling them to support their child's progress. Parents are welcomed into the classroom and say that they find teachers approachable and supportive. Regular coffee mornings are held so that they can talk informally about issues concerning their child, such as reading, and workshops are offered to provide practical help on supporting children's progress.
- The curriculum has been carefully mapped to identify topics and skills which are taught in a cross-curricular way and matched to the needs and interests of the pupils. It is also enriched by visits to places of educational interest, such as the Imperial War Museum, an art gallery and a science museum, as well as a large number of well-attended extra-curricular activities. This is effective in promoting pupils' social, moral, spiritual and cultural development.
- All statutory requirements related to safeguarding are met.
- The local authority has provided good support for the school in the development of subject and curriculum leadership. This has had an impact on improving the quality of leadership overall, as well as enhancing the curriculum experiences of the pupils.
- **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and weaknesses. Governors know how the school is performing, which groups of pupils are achieving and what the priorities are for improvement. Governors know the context of the school and the challenges it faces but are adamant that equal opportunities are provided for all. They aim for all children to achieve their best within a 'no excuses culture'. As a result, they provide a good level of challenge to the school. Governors have a good understanding of how well the school's resources are deployed, including the pupil premium, and are rigorous in monitoring the impact.

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	105483
Local authority	Manchester
Inspection number	400780

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
Gender of pupils in the sixth form	Not applicable
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Mrs Amanda Corcoran (Acting)
Headteacher	Mrs Fiona Maguire
Date of previous school inspection	5 May 2010
Telephone number	0161 2731830
Fax number	0161 2732066
Email address	head@medlock.manchester.sch.uk

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School report

Whalley Range High School and Business and Enterprise College

Wilbraham Road, Whalley Range, Manchester, M16 8GW

Inspection dates 17–18 October 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		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Students' achievement in Key Stages 3 and 4 is outstanding.
- Teaching is good because teachers have high expectations of what students can achieve. They plan lessons that are interesting and well-matched to the needs of students so that students make good progress.
- The school makes an outstanding contribution to the welfare of its students by challenging unsafe practices that they might encounter outside school. As a result, students feel that the school helps them to keep safe.
- School leaders at all levels are unswervingly ambitious to improve the life chances of students. There has been a determined and successful drive to turn the school around since the previous inspection.
- School governors have a sharp grasp of the school's strengths and weaknesses. They have succeeded in challenging the school to improve in many areas including supporting the school to eliminate weak teaching.
- Students are polite, courteous and keen to learn. They show great pride in their school and their behaviour is exemplary.

It is not yet an outstanding school because

- The sixth form requires improvement. This is because students' achievement needs to improve.

Information about this inspection

- Inspectors observed 40 lessons and the same number of teachers were seen.
- Meetings were held with the Chair of the Governing Body, senior members of staff, groups of students, and a telephone conversation was held with a representative of the local authority. Inspectors also observed groups of students reading.
- Inspectors took account of nine responses to the on-line questionnaire (Parent View) during the inspection.
- The inspection team observed the school's work and considered a range of information provided by the school regarding, for example, students' achievement, minutes of governing body meetings, records relating to attendance and behaviour, the school's self-evaluation of its work, and information on the setting of targets for teachers.

Inspection team

Joan Bonenfant, Lead inspector

Her Majesty's Inspector

Janet Palmer

Her Majesty's Inspector

Susan Wareing

Her Majesty's Inspector

Barbara Comiskey

Her Majesty's Inspector

Peter Mather

Additional Inspector

Full report

Information about this school

- Whalley Range is a single sex school for girls. It is larger than the average-sized secondary school with a sixth form.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, children of parents in the armed forces and for students known to be eligible for free school meals, is almost three times the national average.
- The proportion of students from minority ethnic groups is much greater than the national average, as is the proportion of students who speak English as an additional language.
- The proportion of students supported at school action, school action plus or with a statement of special educational needs is lower than that found nationally.
- A greater than average proportion of students join the school other than at the start of Year 7 and leave the school other than at the end of Year 11.
- A small number of students attend work-related training away from school with some at a local college of further education.
- The school's recent GCSE examination results met the government's floor standard, which is the minimum expected for students' attainment and progress.

What does the school need to do to improve further?

- Improve students' achievement in the sixth form by:
 - developing and introducing a plan to bring about improvements so that courses are tailored to better meet the needs of the wide range of students that join the sixth form
 - applying the strategies that have been so effective in raising standards in the main school to the sixth form.

Inspection judgements

The achievement of pupils is good

- Achievement in Key Stages 3 and 4 has risen sharply since the previous inspection. In 2011, students taking GCSE examinations had made significantly better progress than other students nationally in a range of subjects, including English and mathematics.
- In 2012, the proportion of students achieving five A* to C grades at GCSE, including English and mathematics, improved on previous years to be above the national average. Given that when students arrive at the school in Year 7 they are working significantly below the standards found nationally, this represents outstanding progress.
- All groups of students make progress that is at least as good as other students nationally and often it is better. The school has introduced ideas to provide extra help to students who are known to be eligible for the pupil premium and, as a result, these students do exceptionally well. In the past, higher ability students made weaker progress than other students, but this issue has now been tackled and the proportion of students gaining the top grades at GCSE increased substantially in 2012.
- There has been a concerted drive to promote literacy skills across all subjects and this has had a beneficial impact on achievement overall. Extra guidance is available for students with weak literacy skills and this has been a key contributory factor in improving their reading and writing. Students for whom English is an additional language are also supported very effectively and, as a result, they make significantly better progress than this group of students nationally.
- Students who study courses such as construction at the local college of further education achieve well, as do the small numbers who follow work-related training at places away from school. The school monitors the achievement of these students just as carefully as it does that of other students.
- In the sixth form, achievement requires improvement. Students start the sixth form with attainment that is well below the national average and in the past they often enrolled on courses that were not suitable. As a result, they did not make good progress. The school has begun to attend to this by altering the entry requirements for some subjects and by introducing support for students studying science with weaker numeracy skills.
- Results for students who complete A-level courses are broadly in line with the national average, but there is wide variability across subjects. The school has introduced procedures to better track students' progress, but it is too early to say if such systems have had an influence on improving achievement.
- Students who complete work-related courses in the sixth form achieve in line with the national average, but some students do not always finish the course that they originally enrolled on and therefore they make weaker progress than others.
- In lessons observed during the inspection, students' achievement across the school was rarely less than good and often was outstanding.

The quality of teaching is good

- Teaching is consistently good and in a quarter of lessons observed during the inspection it was outstanding. Teachers have high expectations and, as a consequence, students are ambitious to do well. Good teaching over time has been a major factor in improving students' achievement.
- Teachers have a clear idea of what students already know and plan interesting lessons that build on this knowledge. Lessons are brisk and business-like and, as a result, students are eager to learn. Teaching assistants are used well to support students.
- Teachers conduct themselves well and provide good role models for their students. They demonstrate high levels of respect and courtesy to students. As a result, relationships between staff and students are friendly and purposeful.
- Teachers mark work regularly and thoroughly. They give students clear information on the next

steps they need to take to improve their knowledge and skills. Students appreciate and act on this advice, which leads directly to them making good progress. Students take great pride in their work, which is, for the most part, very well presented.

- Teachers set challenging targets and students are keen, not just to meet such targets, but to exceed them. For example, although the school enters students early for some GCSE subjects, this has not had a negative impact on achievement overall as the school encourages students to take the examination again and improve their grade, even if they have met their target.
- Teachers use questioning skilfully to deepen students' knowledge. They ask probing questions and students respond well, expressing themselves clearly and coherently. Teachers regularly provide opportunities in lessons for students to practise their skills and apply the things they have learned. For example, in one outstanding Year 7 geography lesson, the teacher had taught students to find places on an Ordnance Survey map. There was a tangible sense of enjoyment as students worked together to complete the task, following the teacher's instructions and exclaiming with sheer delight: 'We've found it! We've found it!'
- Teachers check the progress of students in Key Stages 3 and 4 carefully and put in extra support for students who are falling behind. Such procedures are underdeveloped in the sixth form and action is not taken swiftly enough to ensure that students meet or exceed their targets.
- The school has taken very effective steps to improve the quality of teaching and poor performance has been tackled robustly. Teachers know that they are held to account for students' progress. Training has been used well to ensure that good practice is shared and teachers are keen to learn how to improve.
- In the best lessons, teachers set the learning in an interesting, stimulating context. This helps students to apply their learning to the world outside the school gates. Occasionally, lessons lack imagination and are focused on examination success, which hinders students' ability to see the wider relevance of their studies.

The behaviour and safety of pupils are outstanding

- Behaviour around the school and in lessons is frequently outstanding, although sometimes students' concentration wanes when the teaching is dull. Students are courteous, polite and friendly. They enjoy working together and are keen to learn.
- Students know the consequences if they behave poorly and they understand that such behaviour has a negative impact on their learning. Clear procedures to manage poor behaviour help staff spot problems quickly and take action; therefore lessons proceed productively, with very little disruption. This has led directly to a sharp reduction in the number of exclusions.
- Attendance has improved substantially since the previous inspection and is above the national average. Students are punctual to school and not a single lesson observed during the inspection was disrupted by late arrivals.
- Students say that they feel safe in school, and this is echoed in the responses received from parents to the online questionnaire, 'Parent View'. Students also say that they feel confident that they can talk to a member of staff if they have a problem. The school is keen to listen to students. For example, if they feel unfairly treated, they can discuss this with a member of staff and the matter will be investigated and resolved.
- Students say that the use of racist or homophobic language sometimes occurs, but it is rare. Students are confident that this will be challenged and dealt with successfully by staff.
- The school makes an outstanding contribution to helping its students stay safe. It plays a very important role in challenging unsafe practices inside and outside school. Students appreciate very much the fact that they can turn to the school for help when they face problems in their lives.

The leadership and management are outstanding

- Governors, senior leaders and teachers responsible for subjects are all united in their determination and ambition to improve the life chances of students. They have successfully shared this vision with all members of the school community. As a result, the school has gone from strength to strength.
- The headteacher and senior leadership team have been relentless in their drive to improve teaching. They have a very clear idea of who the best and the weaker teachers are because they visit classrooms frequently and check students' books regularly to make sure that work is suitable and marked thoroughly.
- Governors and the headteacher have been successful in rooting out poor performance. They use information on students' progress and also on the quality of teaching to decide whether teachers should be paid more. The school has put in place a very effective system to share good practice and support staff to help them to improve their teaching.
- The school has concentrated its efforts successfully on improving standards in the main school. Leaders are now turning their attention to the sixth form which has been, and remains, the weakest area of the school's performance.
- In Key Stages 3 and 4 students can choose from a wide range of interesting subjects that prepare them well for their future. As a result, the number of students who do not go on to further education or employment is very low. This has not been the case in the sixth form where there has sometimes been a miss-match between students' abilities and the courses they were following. The school has taken steps to stop this, but it is too early to see the affect on improving students' achievement.
- The school makes an outstanding contribution to students' spiritual, moral, social and cultural development. Many students enjoy taking part in the wide variety of activities available after school. Trips to museums, art galleries and places of worship broaden students' experience of life and help them to understand things from a different point of view.
- Displays around the school challenge racism and discrimination and this is followed up in lessons. The school prepares students well to take their place in society. For example, the school provides single-sex army cadet training. This helps to promote a sense of citizenship and involvement.
- Procedures for safeguarding meet requirements.
- **The governance of the school:**
 - The governing body is extremely capable and has been very effective in holding the school to account.
 - Governors have a clear idea of the quality of teaching and have supported the headteacher to challenge weak classroom performance. They regularly visit the school, set challenging targets for the headteacher and have a very clear grasp of the school's strengths and weaknesses.
 - Governors manage the school budget well and have made sure that additional funds have been spent wisely for the benefit of students' education. For example, governors have agreed to spending money available through the pupil premium on additional staffing, so that students can benefit from intensive support which has led directly to these students making outstanding progress.

What inspection judgements mean

School		
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School details

Unique reference number	105558
Local authority	Manchester
Inspection number	400785

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	11–18
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	1480
Of which, number on roll in sixth form	240
Appropriate authority	The governing body
Chair	Mr Richard Masztalerz
Headteacher	Ms Patsy Kane
Date of previous school inspection	4 November 2009
Telephone number	0161 861 9727
Fax number	0161 881 0617
Email address	pka@whalleyrange.manchester.sch.uk

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School report



The Barlow RC High School and Specialist Science College

Parrs Wood Rd, East Didsbury, Manchester, M20 6BX

Inspection dates 16–17 October 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.

- Under the outstanding leadership of the headteacher the school has improved rapidly in all respects since its last inspection 18 months ago.
- Attainment is above average and progress has accelerated so that all pupils achieve well because teaching is consistently good across the school.
- Issues around behaviour have been tackled effectively so that behaviour is now consistently good and is outstanding in some lessons. Good provision for spiritual, moral, social and cultural development promotes pupils' self-esteem and confidence.
- The school has exemplary methods of safeguarding pupils and 'goes the extra mile' in ensuring that they are safe and happy. Bullying is not tolerated.
- The school is innovative in developing the curriculum, which is constantly being enriched and improved in the bid to drive up standards still further.
- The staff, senior leaders and governors share the same vision to make the school even better and know how they are going to achieve this goal.

It is not yet an outstanding school because

- A higher proportion of outstanding teaching is required to ensure more pupils make better than expected progress.
- Some of the school's judgements in the past have been too generous about the quality of teaching.

Information about this inspection

- Inspectors observed 42 lessons of which two were joint observations with the deputy headteacher.
- Meetings were held with the headteacher, senior leaders, heads of subjects, the Chair of the Governing Body, groups of pupils and two representatives from the local authority.
- Inspectors took account of the 19 responses to the on-line questionnaire (Parent View) in planning the inspection, an early telephone response from a parent, and reviewed the responses to the school's own most recent questionnaires from parents.
- The inspection team observed the school's work, scrutinised the school's data about pupils' progress and achievement, examined records relating to behaviour, attendance and safeguarding and looked at the documents used by leaders to monitor and evaluate the work of the school.

Inspection team

Judith Straw Lead inspector	Additional Inspector
Michael Cooper	Additional Inspector
Ronald Cohen	Additional Inspector
Ariane Roberts	Additional Inspector

Full report

Information about this school

- This is an average sized Roman Catholic secondary school.
- The very large majority of pupils are White British, with a small minority of pupils from a variety of different ethnic heritages. Few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is almost twice the national average.
- The proportion of disabled pupils and those who with special educational needs is above that found nationally. The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is above average.
- A very small number of students in Year 11 attend vocational courses at a local college.
- The school's GCSE results exceed the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that more of it is outstanding by:
 - making sure that teachers plan lessons so that pupils of all abilities are able to make at least good progress
 - ensuring that all marking and assessment practices match the quality of the best, offering clear guidance to pupils on what is good, what needs to improve and how this is to be done
 - ensuring that teachers across a range of subjects use homework, particularly in Key Stage 3, to extend pupils' learning and research skills in order to accelerate their progress
 - making sure that lesson observations not only celebrate good teaching but also identify how it can become outstanding.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school with attainment that is a little below average. In the last two years they have made such good progress that by the end of Year 11 attainment is significantly above average. Attainment rose further in 2012 so that 74% of pupils gained five or more GCSE passes at grades A* to C, including English and mathematics.
- The attainment of all pupils, including those with pupil premium funding, disabled pupils, those who have special educational needs, girls and boys and the few who speak English as an additional language, is rising rapidly. The gap in the achievement between pupils receiving the pupil premium funding and other pupils has narrowed considerably. These pupils are doing better than the same pupils nationally.
- The small number of pupils following college placements and alternative provision also achieve well. As a result of the school's determination, all pupils have equal opportunities to be successful in their various courses.
- The vast majority of pupils make good progress. The proportion of pupils making expected progress in English and mathematics is above average and the proportion making better than expected progress has risen further. In each year since the previous inspection pupils have significantly exceeded predictions and beaten the targets set.
- Pupils are exceeding expectations so that more pupils in Years 7 to 9 are achieving the higher levels. Currently over half the pupils in Year 9 are on track to reach the higher levels in English and three-quarters in mathematics.
- Most pupils achieve well in lessons because they have positive attitudes to learning, are keen

to do well and know that the efforts they make now will contribute to their future success.

- The school enters pupils early for GCSE English and mathematics only as a means of giving them the opportunity to re-sit later and gain the highest possible grade. This practice will cease in English but continues in mathematics. In the summer of 2012, there were 13 higher attaining pupils in Year 11 who achieved particularly well in mathematics in the AS level examination as a result of gaining good grades at the end of Year 10.
- Pupils are achieving better in a range of subjects and particularly in science, where results have improved over the last two years. More pupils are now reaching the highest grades.

The quality of teaching is good

- The great majority of lessons are well planned so that pupils make consistently good progress. Good and outstanding lessons are characterised by a brisk pace and a good balance of activities where pupils develop skills, confidence and initiative in tackling and solving problems.
- In the vast majority of lessons relationships are positive which makes a good contribution to pupils' attitudes to learning. As a result, the climate for learning is supportive and progress quickens. Pupils' best work is celebrated in attractive displays.
- Paired and group work is used effectively. Pupils are given challenging and engaging tasks and time is allowed for them to solve problems together without interference from the teacher. Pupils respond well and maturely to these opportunities and engage in high-level discussions about their work with good opportunities to work by themselves. For example, in an outstanding Spanish lesson, students worked together to change verbs in a text from the past to future tense. All pupils were engrossed, no time was lost, pupils responded well to the trust placed in them and, as a result, outstanding progress was made.
- There is a strong focus on literacy. Teachers insist that pupils use correct subject-specific terms when giving explanations. Literacy is promoted across all subjects, for example, in a good science lesson pupils were reminded of the literacy focus for the week about writing in clear, simple sentences.
- Lesson planning always indicates the different levels that pupils might achieve, but, in some lessons, all the pupils are doing the same activities so that, on occasions, average or higher attaining pupils are not stretched so that they can make outstanding progress.
- There is some good marking which celebrates what pupils can do and gives helpful, subject-specific advice on how to improve. However, a small minority of books are not marked regularly and comments are too general and could apply to any subject or pupil because they focus on the quality of presentation rather than on how the individual pupil could develop their understanding of the subject.
- The use of homework is variable across subjects and year groups. Some opportunities are missed, particularly in Key Stage 3, to develop pupils' research skills and to extend their learning beyond the classroom.

The behaviour and safety of pupils are good

- The behaviour of pupils is typically good and has improved enormously in the last two years. This is because systems are clear and consistent. Pupils enjoy the rewards of good behaviour, say that lessons are more interesting and appreciate the new buildings and improved environment.
- The number of exclusions has fallen dramatically as a result of the school's strong behaviour management policy.
- Pupils feel safe and free from harassment. They say that bullying is minimal and that the school rapidly takes action if and when bullying is reported. There are 'worry boxes' and an internet system to allow pupils to report concerns anonymously if they prefer.
- The school is largely free from racism and name-calling or other unpleasantness so that pupils

enjoy school and feel proud to attend here.

- Attendance has risen sharply and, having been below average for some years, is now above average.
- Pupils very much enjoy the challenge of being given leadership roles in school and rise to the high expectations set.
- Pupils often lead prayers during morning and afternoon prayer time and make a good contribution to the local and wider community through their fund-raising for many different charities in Manchester and abroad.

The leadership and management are good

- Under the passionate, visionary leadership of the headteacher the school is going from strength to strength. She leads a team of committed and dedicated professionals determined to improve this good school further. Senior and other leaders are totally committed to the success of their subjects and to the school as a whole.
- Staff are fully accountable and leaders at all levels report to the governors on what has been achieved and what remains to be done.
- Leadership of teaching has led to strong improvements in its quality since the last inspection. There is a mostly rigorous checking system in place and findings from lesson observations, looking at pupils' books, listening to the views of pupils and parents as well as measuring the rates of progress, are all used to judge the quality of teaching.
- Lesson observations are done by both subject leaders and senior leaders. Occasionally, records show that some judgements have been overly generous, especially when judging teaching to be outstanding. A minority of judgements are not based sufficiently on how well pupils are learning in lessons.
- Teachers are very well supported by regular training opportunities, including specific coaching where necessary. Outstanding performance management has been effective in promoting the improvement in teaching and teachers have targets based on improving their work in the classroom.
- Pupil premium funding is invested in boosting literacy through strategies such as an accelerated reading group and providing a safe learning environment for more vulnerable pupils in a Year 7 nurture group. It has also been used to employ more teachers to reduce class sizes and to fund some stimulating enrichment activities. Governors play a leading role in checking on the impact of how this money is spent and so pupils gain the maximum benefit.
- The curriculum is flexible, innovative and constantly in transition as the school develops new ideas and practices. For example, pupils arrive early and begin the first lesson at 8.20am. The move to six lessons of 50 minutes per day has put extra pace into the school day. The Barlow Life programme on Wednesday afternoons offers pupils the chance to learn different subjects and skills as well as some exciting enrichment activities, such as circus skills and film making.
- The school uses little alternative provision. The school carefully monitors the attendance and progress of the few pupils in Year 11 who are following vocational or work-related courses at local colleges to ensure their well-being and achievement.
- The school has strong links with a range of local sixth form providers and, as a result, nearly all pupils progress to higher-level courses after Year 11.
- The local authority has provided light touch support when requested. It is recognised that the school is well able to manage its own improvement strategies.
- **The governance of the school:**
 - Members of the governing body have a deep knowledge of the school's strengths and weaknesses and keep themselves well informed about progress in all areas.
 - Individual governors are attached to different faculties and gain personal knowledge about the quality of teaching and the progress pupils are making in different departments.
 - Members of the governing body are fully involved in performance management which is closely linked to teachers' salary progression and promotion.
 - Firm and effective financial management has eliminated a large budget deficit.

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	105581
Local authority	Manchester
Inspection number	405002

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	852
Appropriate authority	The governing body
Chair	Paul Chidgey
Headteacher	Claire McCarron
Date of previous school inspection	2 March 2011
Telephone number	0161 4458053
Fax number	0161 4382106
Email address	admin@thebarlowrchigh.co.uk

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School report



Cravenwood Community Primary School

Cravenwood Road, Crumpsall, Manchester, Lancashire, M8 5AE

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils do not make enough progress over time from their starting points. As a result, standards are too low in reading, writing and mathematics. There was a sharp decline in standards in 2012.
- Pupils do not make quick enough progress in lessons because too much teaching is weak.
- Teachers do not always mark pupils' work or provide opportunities for pupils to respond to their marking. Some teachers do not check on pupils' progress well enough in lessons.
- The teaching of reading is not strong and pupils do not read widely or often.
- Younger pupils in Key Stage 1 and in the Early Years Foundation Stage do not practise reading, writing and mathematics skills well through play.
- The quality of support for pupils who need additional help varies widely and is not good enough.
- Behaviour is poor in the playground. There is too much name calling and aggressive behaviour.
- Governors do not hold the school's leaders to account well enough for pupils' achievement, for example, or for safeguarding and financial management.
- Leaders do not analyse well the information on the progress different groups of pupils make or use this to guide future plans for improvement.
- The rate of improvement since the last inspection has been too slow.

The school has the following strengths

- The quality of teaching has started to improve but only very recently. Under the direction of the interim executive headteacher there is a stronger focus on teachers' training and checking on the quality of their work.
- Leaders and the governing body acknowledge that the school is not providing an acceptable standard of education and understand the need to act quickly to improve pupils' achievement and safety.

Information about this inspection

- Inspectors observed 22 lessons taught by 17 teachers. One lesson was observed jointly with the interim executive headteacher.
- The inspectors held meetings with the interim executive headteacher, other senior leaders, subject leaders and the coordinator of provision for disabled pupils and those with special educational needs, governors, a representative of the local authority, an independent behaviour consultant and two serving headteachers who will support the school in the future.
- Inspectors took account of the six responses to the online questionnaire (Parent View), the school's own survey of parents sent with pupils' annual reports and spoke with parents.
- Inspectors observed the school's work and looked at a range of documentation, including safeguarding policies, development plans, the school's records of its checks on the quality of teaching and samples of pupils' work.

Inspection team

Liam Trippier, Lead inspector	Additional Inspector
Henry Moreton	Additional Inspector
Clare Daniel	Additional Inspector
Sheila O' Keefe	Additional Inspector

Full report

In accordance with 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 in the school.

Newly qualified teachers may not be appointed.

Information about this school

- This is larger than the average-sized primary school and the number of pupils on roll has increased considerably in the last two years.
- An above-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- About two thirds of pupils are from Pakistani backgrounds and other pupils belong to a wide range of minority ethnic and other backgrounds.
- The proportion of pupils learning English as an additional language is high.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils with a statement of special educational needs and those supported at school action plus is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- During the absence of the permanent headteacher the school is being led by an interim executive headteacher until the end of December 2012. Two other serving headteachers will support the school from January 2013.
- Several members of staff have left the school in the last year.
- The governing body was served with a warning notice by the local authority in June 2012 and the governors have recently agreed to the formation of an interim executive board (a temporary governing body appointed by the local authority to ensure school improvement).

What does the school need to do to improve further?

- Improve the quality of teaching to accelerate the progress the pupils make in lessons and over time so that the standards they reach are at least average in English and mathematics by:
 - increasing the proportion of good and outstanding teaching and eradicating inadequate teaching
 - ensuring pupils know how to improve their work
 - checking carefully on pupils' progress in learning in every lesson
 - checking pupils' work to find out what they have learnt and using this information to plan future learning activities that closely meet their needs
 - ensuring that all pupils' workbooks are marked and pupils have time to respond to teachers' marking
 - promoting pupils' enjoyment of reading so that they are motivated to read widely and often
 - improving play experiences for the younger pupils to engage and interest them in reading, writing and mathematics

- developing the role and skills of the adults who provide additional support for pupils in and out of classes.

- Ensure that the safety and behaviour of all pupils, including those new to the school, is good by:
 - involving pupils, parents, staff and governors in the development of a new policy to promote good behaviour
 - developing opportunities for pupils to take on responsibilities that enable them to support each other
 - improving the quality of care and supervision at lunchtimes
 - eradicating prejudice-based name calling, swearing and bullying.

- Rapidly develop the ability of all leaders to accelerate improvements in the school by:
 - urgently completing the recommendations from the local authority’s safeguarding review by the end of January 2013 and developing robust safeguarding systems
 - following advice and guidance from the local authority to stabilise leadership and management
 - regularly analysing the achievement of all groups of pupils in each class to identify key priorities for rapid improvement
 - developing further the role and skills of subject and other leaders to drive improvements in their areas of responsibility
 - urgently improving the governance of the school, initially through an interim executive board, to meet all statutory requirements and quickly drive improvement
 - responding urgently and effectively to the recommendations of the most recent audit of the school’s finances
 - ensuring the new procedures for performance management support teachers well and hold them to account for the achievement of pupils in their classes
 - developing the school’s curriculum so that it meets the needs, interests and aspirations of the pupils well.

Inspection judgements

The achievement of pupils is inadequate

- Children start school in the Nursery with skills, knowledge and understanding that are well below those expected for their age. Pupils, including those of Pakistani ethnicity, do not make enough progress during their time in the school and attainment in reading, writing and mathematics is low when they leave. This has been the case for the last three years.
- Standards at the end of Key Stage 1 in 2012 were nearer to average than in previous years but the slow progress of pupils through Key Stage 2 in English contributed to low attainment in the Year 6 national tests in 2012. During this inspection pupils' progress was found to be inadequate overall in all key stages and in both English and mathematics.
- Too many pupils who join the school at other than the usual times underachieve. Many of these pupils speak English as an additional language. Pupils known to be eligible for the pupil premium, disabled pupils and those with special educational needs also make poor progress over time. On occasions a few pupils make better progress but this is not sustained and is variable between classes, subjects and year groups.
- Younger pupils' skills in linking letters and sounds (phonics) are not developed quickly enough and this limits their progress in early reading and writing. Attainment in this area is well below average. The school has identified a group of pupils in Key Stage 1 to receive extra support in phonics and there has been some success, but still not enough pupils are at the expected level in reading.
- Despite the school's evidence of small improvements to the rate of progress made by some pupils in some classes, too few pupils across the school make expected progress, even when they are receiving additional help in small groups.
- Pupils lack the confidence in, and enthusiasm for, reading. Several pupils said that they do not have the time to read at home. The school does not promote reading strongly enough for pupils to develop an enjoyment of it.

The quality of teaching is inadequate

- The overall quality of teaching is not strong enough to ensure pupils reach average standards at the end of Key Stage 2. Most lessons seen on this inspection required improvement and too many were inadequate.
- In most lessons, teachers do not check pupils' previous work well enough to find out what they have learnt. As a result, tasks are not well-matched to the abilities of the pupils and the pace of learning is not brisk enough. Work does not provide enough challenge for the more-able pupils or is too hard for the less-able and pupils do not always get enough work done. Consequently, they do not make enough progress.
- The teaching of reading promotes only adequate progress at best and for too many pupils this does not enable them to learn to read quickly enough. Some pupils are able to apply the phonic skills they have been taught when reading words and enjoy choosing books from the school library. Other, mainly older, pupils say they do not enjoy reading and only demonstrate a limited knowledge of authors and stories.
- Disabled pupils and those with special educational needs who require additional support are often taught in groups outside their classrooms. The quality of this teaching varies widely; activities are often not well-matched to pupils' needs and the size of the group is sometimes too large to enable support to be fully effective. Consequently, the progress these pupils make over time is not good enough.
- The quality of support for pupils joining the school during the academic year is inconsistent. Some is effective and promotes good progress but this is not the case throughout the school and these pupils do not make enough progress over time to achieve well.

- In the Early Years Foundation Stage and Key Stage 1, the quality of resources provided in the different play areas is too variable. Some resources are new and provide some interest to children but others are poor quality, are not attractive to children and do not provide them with the opportunity to make consistently good progress in their basic skills. The organisation and staffing of these areas is not planned well enough to ensure outcomes for children are strong.
- The quality of learning evidenced in pupils' workbooks shows very recent signs of improvement, although, in too many books pupils' work is not presented well. Teachers are marking work according to the school's updated policy and there is a move to using clear targets for improvement. However, pupils are not provided with time to respond to teachers' comments and, consequently, they are not sure how to improve their work.
- Most lessons promote pupils spiritual, moral, social and cultural development adequately. Pupils usually work at tasks with their peers and are generally well behaved in classes, taking turns and sharing resources but some pupils do not take part fully. However, when the quality of teaching is inadequate or when the content of lessons is not of interest to pupils, their social and moral development is not promoted adequately and often their behaviour deteriorates.
- In a small minority of lessons pupils make good progress. For example, in one lesson, the teacher monitored the quality of pupils' learning and progress well. Pupils knew how to be successful because the teacher revisited the pupils' targets, and the aims of the lesson regularly, and shared examples of good learning for pupils to see and use in their own work.

The behaviour and safety of pupils are inadequate

- Pupils told inspectors that behaviour is poor and this was confirmed by a recent independent survey commissioned by the school's leaders. There is significant unkind, prejudice-based name calling and bullying linked to special educational needs and disabilities, homophobia and racism. Pupils say that there is a lot of swearing and too many say they do not feel safe.
- Often the behaviour issues that concern pupils are dealt with by staff but pupils are sometimes not satisfied that they are fully resolved, particularly at lunchtimes. Most pupils know how to keep themselves safe but some do not. Not enough pupils say they are happy at school.
- Inspectors saw a range of behaviour at playtimes. Pupils are supervised adequately but some pupils are too boisterous, especially when playing football. Most pupils talk and play quietly but there is not enough play equipment so pupils do not have enough to do. Pupils reported to inspectors that there is name calling, bullying, pushing and swearing during playtimes.
- In most lessons pupils are keen to learn and want to do well. Their behaviour is poor in class when the teaching fails to involve or interest them or when behaviour is not managed well.
- Pupils do not have sufficient opportunities to develop their roles as responsible members of the school community by, for example, helping younger pupils to play or new pupils to settle in to the school.
- The policy for promoting good behaviour is not effective or consistently applied. Leaders do not summarise or track the patterns and trends in behaviour sufficiently well to identify issues for improvement.
- Pupils' attendance is broadly average and has improved over time. Mostly, pupils are punctual to school. The rate of exclusion is low.

The leadership and management are inadequate

- Although there have been some very recent improvements in how leaders check on the quality of teaching, leaders and managers at the school have not systematically identified strengths and weaknesses or effectively acted upon them. The systems for checking the school's performance are not sufficiently robust to provide suitable information for future planning. The areas for improvement, identified at the last inspection, have not been addressed and, as a result, the

school's effectiveness has declined. The school has not demonstrated the capacity to make the necessary improvements.

- Leaders do not know securely how well different groups of pupils are achieving in each class and therefore the school's promotion of equality of opportunity is inadequate. Very recently, the checking of progress of whole-year groups has improved. Nevertheless, the progress and attainment of the different groups the school serves, including those known to be eligible for the pupil premium and those with special educational needs and disabilities, are not checked carefully or effectively enough.
- The spending of the pupil premium is reported to parents and governors via the school's website. This information was updated during the inspection. Findings from this inspection show that the pupils eligible for this funding do not achieve well.
- The school's improvement plan is written by, and based on, recent and accurate monitoring conducted by the local authority and the interim executive headteacher. The plan confirms the local authority's commitment to supporting the school and identifies appropriate actions to help bring about the necessary improvement. The impact of the plan is evident in a few aspects of teaching but given the short period of implementation, pupils' achievement is still inadequate.
- Performance management arrangements do not link clearly to salary progression. There is not sufficient rigour in ensuring that teachers are held to account for the achievement of pupils in their class. A recent emphasis on the professional development of staff and training has rightly focused on the quality of teaching and its impact on learning but it is too soon to see the impact on pupil outcomes. New performance management procedures are being introduced currently.
- Safeguarding is inadequate. Safeguarding systems are being introduced and the school has recently addressed some of the most important recommendations from a local authority safeguarding review. However, there are still several matters that should be addressed quickly.
- The curriculum is inadequate because it does not provide a secure structure for pupils to learn well over time. Pupils' reading, writing and mathematical skills are not practised, developed and used well in other subjects to raise standards, in any key stage. Some lessons and subjects do not interest and engage pupils sufficiently well. Pupils' spiritual and cultural development is promoted adequately but their moral and social development is inadequate, mainly as a result of poor behaviour in school and some inadequate teaching.
- Some parents expressed concerns about the school's changing leadership, the behaviour of some pupils and the recent changes to class teachers. Most parents have positive views of the school.
- The school has recently redeveloped a community parents group. This group helps parents develop spoken English skills so that they can help their children with their school work and take part more fully in the life of the local area. There are early signs of a positive impact of this group and the school has rightly reached into the community to help families so that they can provide better support to their children.

■ **The governance of the school**

- The governing body is ineffective in holding senior leaders to account. Governors do not visit the school when pupils are working there to check the school's performance for themselves. Attendance at meetings of the governing body is sometimes too low and sometimes this prevents meetings from going ahead at all. Governors have not been presented with an accurate range of information to ascertain the school's position until very recently. As a result some governors and the local authority have now raised serious concerns about the school's performance. Most governors are new to the role and want the best for the pupils.
- Arrangements for the performance management of teachers and leaders are not robust, well-developed or clearly linked to salary progression. A recent audit at the school by the local authority raised serious shortcomings in financial procedures. The school reports that the recommendations from the audit are being addressed. Some governors are aware of the performance of different groups of pupils but the governing body does not fulfil its statutory duty to promote equality of opportunity as the information governors receive to inform them

- of this aspect of their work is not wide ranging enough.
- Governors do not fulfil all their statutory duties for safeguarding although appropriate steps have been taken to check the suitability of adults to work with children.

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	105409
Local authority	Manchester
Inspection number	402976

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	497
Appropriate authority	The governing body
Chair	Shazda Ahmed
Interim Executive Headteacher	Merna McVeigh
Date of previous school inspection	12 June 2008
Telephone number	0161 7953380
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School report



Newall Green High School

Greenbrow Road, Wythenshawe, Manchester, M23 2SX

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Achievement is inadequate because students have not been making the progress expected of them, particularly in mathematics.
- Good practice in teaching has not been shared effectively. Therefore, there is too much teaching and marking that is of mediocre quality. As a result, the pace of improvement in students' achievement has not been fast enough.
- A legacy of poor teaching and leadership in mathematics is still holding back the progress of students in Key Stage 4.
- Attendance is lower than the national average and too many students in the past were excluded from school. Rates of exclusion and absence, although decreasing, are still high.
- The governing body, which is responsible for three federated schools, needs to give more attention to improving achievement at this school.
- Subject leaders do not always check to see that teachers are acting on advice they have been given to improve their teaching.

The school has the following strengths

- The sixth form is good. It provides excellent facilities for a range of work-related courses. As a result, students achieve well.
- The new headteacher has rapidly established more effective systems to hold staff to account. There is a much sharper focus, shared by teachers, on improving students' achievement.
- The school provides effective support for students with special educational needs and disabilities. As a result, these students achieve well, given their starting points.
- Governors are well-informed and understand the school's strengths and weaknesses.

Information about this inspection

- Inspectors observed 30 lessons, of which two were joint observations with members of the leadership team.
- Meetings were held with members of the governing body, staff, groups of students and a telephone discussion was held with the school's educational consultant.
- Inspectors took account of nine responses to the on-line questionnaire (Parent View).
- The inspection team observed the school's work and considered a range of information provided by the school regarding, for example, students' achievement and minutes of the governing body meetings.
- Records relating to attendance and behaviour, the school development plan and information on the setting of targets for teachers were also scrutinised.

Inspection team

Joan Bonenfant, Lead inspector	Her Majesty's Inspector
David Woodhouse	Additional Inspector
Gary Kirkley	Additional Inspector
Peter McKay	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Newall Green High School is an average-sized secondary school with a sixth form.
- The proportion of students known to be eligible for the pupil premium is much greater than the national average. The pupil premium is additional government funding for children in the care of the local authority, children of parents in the armed forces, and for students known to be eligible for free school meals.
- The proportion of students from minority ethnic groups is lower than the national average, as is the proportion of students who speak English as an additional language.
- The proportion of students supported at school action, school action plus or with a statement of special educational needs is greater than that found nationally.
- The school has four types of specialist provision for pupils with special educational needs: for students with physical disabilities; for students on the autistic spectrum; for students with severe learning difficulties; and for students with speech, communication and language difficulties.
- A number of students attend work-related training away from school. This is organised in conjunction with Manchester City Council and involves a range of local employers.
- The school's recent GCSE examination results met the government's floor standard, which sets the minimum expectation for students' attainment and progress.
- The school is part of a federation formed with two local primary schools. The former headteacher is now executive headteacher of all three schools. The new headteacher of Newall Green High School was acting headteacher from September 2011. She was appointed as headteacher in April 2012.
- A new Chair of the Governing Body was appointed in September 2012.

What does the school need to do to improve further?

- Increase the proportion of teaching that is good or better by:
 - providing more high quality training, ensuring all teachers attend such training and checking to see that good practice is applied in the classroom
 - making sure that individual teachers act swiftly on advice and instructions given to improve their teaching
 - ensuring all teachers mark work regularly and thoroughly, so that students have clear advice about how to make their work and learning better.
- Raise achievement in mathematics by improving the teaching of this subject in the following ways:
 - ensuring that all teachers design lessons that are well-matched to the needs of students, with appropriate support and challenge
 - encouraging students to apply their skills in a range of problem-solving activities that are related to the real world, so that students understand the importance of improving their numeracy skills.

Inspection report: Newall Green High School, 27–28 November 2012

4 of 11

- Improve attendance so that it is at least in line with the national average and reduce rates of exclusion further.

- Improve leadership and management by:
 - ensuring all subject leaders are rigorous in following up identified weaknesses in their area of responsibility
 - making sure governors have a sharper focus on improving achievement and are more effective in holding the school to account for such improvement.

Inspection judgements

The achievement of pupils is inadequate

- In mathematics, standards at the end of Key Stage 4 remain low. A much smaller proportion of students than is the case nationally make the expected rate of progress. This has led to substantial underachievement for many students, year-on-year.
- Many staff changes in the mathematics department, combined with poor teaching and weak leadership, have presented a considerable obstacle to improvement in this subject. Staffing is now stable and new leadership is in place. Detailed information presented by the school provided firm evidence that students' achievement in mathematics is improving in Key Stage 3, but there is still underachievement in Key Stage 4.
- The proportion of students achieving five A* to C grades, including English and mathematics, at GCSE has risen since the previous inspection, but remains below the national average. The proportion of students gaining the highest grades in GCSE examinations has risen steadily, but is also below the national average.
- Students' performance varies across subjects. Students' progress in science is in line with the national average and a small group of the more-able students who take GCSEs in science achieve well. This is not the case in all subjects. For example, results in modern languages examinations have repeatedly been below the national average. The school recognises this and has appointed a new subject leader to address underperformance in this subject.
- When students join the school in Year 7 they are working at standards in English and mathematics that are well below those found nationally. There has been a concerted drive to improve standards in English. As a result, the proportion of students making expected progress is now broadly in line with the national average.
- Literacy is promoted across many subjects. Students who enter the school with weak reading and writing skills receive effective support and, as a result, their literacy skills improve. However, procedures to promote numeracy through different subjects are underdeveloped.
- The school has introduced one-to-one tuition and provides extra staffing to help students who are known to be eligible for the pupil premium. As a result, these students make better progress than other students in the school and their average point scores in English and mathematics are in line with the national average for this group of students.
- The resourced provision, which caters for a wide range of special educational needs, is well-managed. Learning programmes are designed carefully to meet the needs of individual students. As a result, these students make good progress from their starting points. Some students attend work-related training at places away from school. This programme is well-managed and the school monitors the progress of these students carefully. As a result, students achieve well, with most students going on to further study or employment when they leave school.
- Students' achievement in the recently established sixth form is good. The range of work-related courses is well-matched to the needs of students. High quality teaching and excellent facilities, sometimes of industry standard, combine to prepare students well for the next stages in their lives.

The quality of teaching requires improvement

- Teaching is good and often outstanding in the sixth form, leading to good achievement. Good practice also exists elsewhere in the school where over half the lessons observed during the inspection demonstrated good or better. However, this good practice has not been shared effectively and so there is still too much teaching of mediocre quality. For this reason, students' achievement, particularly in mathematics, has not improved quickly enough.
- Teaching in mathematics is improving overall and this was confirmed by lesson observations during the inspection. However, improvements have been slow to take effect and there is still

too much weak teaching that is holding students back, particularly in Key Stage 4.

- In the best lessons, teachers plan activities and tasks that are interesting, well-matched to the needs of learners, and build well on students' knowledge. Teachers give students clear advice about how to improve their work and this helps students to achieve. Effective teaching over time, helpful marking, and improved leadership in English, for example, have resulted in a marked improvement in standards in this subject.
- In the weaker lessons, teachers have low expectations. They plan activities that are not challenging enough and students lose interest. As a result, sometimes students do not behave well, because they are bored by the lesson.
- Subject leaders regularly check the quality of teachers' marking but do not always follow this up to make sure that teachers are following the instructions they have been given to improve their marking. As a consequence, marking is not always as good as it should be.
- Teachers set challenging targets and students know their targets. The school is ambitious for students to reach these targets and there is a clear programme in place to identify when students are falling behind. Further support is offered to such students, and this helps them to do better.
- Teachers are good role models for their students. For the most part, students respect their teachers. Relationships are friendly and purposeful.

The behaviour and safety of pupils

requires improvement

- Behaviour around the school and in lessons is usually good, although some low-level disruption occurs when teaching is dull. Senior leaders have introduced a straightforward system for managing poor behaviour, which is clearly understood by students. Students say that teachers apply this system consistently in lessons and that behaviour has improved.
- Students say they feel safe in school and this view was echoed by a majority of parents who responded to the online questionnaire. Students say that bullying sometimes happens, but that school staff step in to sort it out. Students speak enthusiastically about the opportunities they have to become 'anti-bullying ambassadors', which encourages them to look after each other.
- Students say that the use of racist or homophobic language is rare. If it does occur, students are confident that this will be challenged and dealt with successfully by staff. The school encourages students to express their individuality, and to appreciate that people are different.
- Exclusion rates have been high in the past. Better policies to manage behaviour have helped to reduce the number of fixed-term exclusions substantially. However, the exclusion rate remains above the national average.
- Attendance has improved because the school has taken effective action. However, attendance is still slightly below the attendance rate seen in most schools.
- The school provides considerable support and advice to students regarding the safe practices they should adopt outside school. As a result, students say they know they can approach staff if they have a problem in their lives.

The leadership and management

requires improvement

- The recently appointed headteacher is passionate about school improvement. She demonstrates great commitment to the school and has a clear idea of what needs to be done. She has quickly established clear lines of accountability and there is a much sharper focus on raising students' achievement. The executive headteacher has developed a long-term vision for the federation of the three schools to work together to promote equality of opportunity for all young people in the community and, in this way, improve their life chances.
- In the past, school leaders have not always acted swiftly enough to tackle poor performance.

This has now been addressed and teachers know that they have to account for students' progress. Governors and senior leaders use information about students' progress and the quality of teaching to decide whether teachers should be paid more. Governors have not allowed pay increases for teachers who have not met their targets.

- The school's self-evaluation of its work has sometimes been overgenerous, but is now more realistic. Planning for improvement lacks detail but is aspirational and clearly focused on appropriate priorities.
- The school has a programme for improving the quality of teaching. There is some evidence to show that this has been effective in improving teaching.
- The school has not been rigorous enough in following up whether teachers apply in the classroom what they have learned in their training. Not all teachers are improving their teaching at a fast enough pace. As a result, students' achievement in some subjects, mathematics for example, is not as good as it is in other subjects that are taught well, such as in science.
- The school has been successful in addressing some of the areas for improvement identified at the previous inspection. The proportion of students achieving GCSEs has increased and a higher proportion of the more-able students are achieving A* and A grades in a range of subjects. Improvements in English, attendance and the reduced exclusion rate all demonstrate that the school has the capacity to improve further.
- In Key Stage 3 and Key Stage 4, students can study a wide range of subjects. The school has improved the curriculum for the more-able students by allowing them to choose a wider range of academic courses. In the sixth form, the choice is more limited, but the school plans to improve the range of options available to post-16 students.
- The sixth form is well led and managed, providing a beacon of aspiration for students and helping to forge good links with the local community. For example, local senior citizens enjoy coming to the hairdressing salon to have their hair done. School leaders are in the process of building on this success and plan to introduce a wider range of more traditional courses, so that all students in the school can benefit.
- There is a wide range of exciting enrichment activities on offer and this is a strength of the school. Students can go on trips to museums, theatres and places of worship and this contributes well to their spiritual, moral, social and cultural development. They also have opportunities to discuss moral issues in lessons. In an outstanding Year 7 science lesson, for example, students were discussing issues around human fertility in a mature and thoughtful manner.
- The decision by school leaders to enter students early for GCSE examinations in mathematics has led directly to some students underachieving in this subject. The policy will no longer be applied after this academic year.
- Students are encouraged to look after one another and are successfully taught to challenge racism and discrimination of all kinds.
- School leaders have built up useful partnerships with local agencies, such as the police and the health service. This has often helped students who have problems in their lives. Good links with local businesses are helping students to find employment when they leave school. The school has received light touch support from the local authority.
- Procedures for safeguarding meet requirements.
- **The governance of the school**
 - The governing body is loyal and committed to school improvement. Governors bring a wide range of experience from the outside world to support the school. They have a very clear grasp of the school's strengths and weaknesses. They ask challenging questions of the headteacher regarding, for example, continued underachievement in mathematics. They have also set challenging targets for the headteacher for improvement and have a clear understanding of the systems in place to check the quality of teachers' work. Governors have managed finances very effectively. Funds available for the pupil premium have been spent wisely on additional staffing so that the students for whom the funding is provided benefit from intensive support. This has led directly to these students making steady progress. However, the fact that the governing body has responsibility for three schools means that they

are pulled in many directions and in the past there has been insufficient focus on raising achievement in the secondary school at a faster pace. The school recognises this and since the start of this academic year the governing body has been re-organised so that groups of governors can focus more on individual schools in the federation.

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	105571
Local authority	Manchester
Inspection number	400361

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	986
Of which, number on roll in sixth form	108
Appropriate authority	The governing body
Chair	Mark Gaunt
Headteacher	Alison Wright
Date of previous school inspection	22 September 2009
Telephone number	0161 234 4455
Fax number	0161 436 8914
Email address	a.wright@newallgreenhigh.manchester.sch.uk

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Outcomes of Schools Inspected since September 2012

Primary Schools	Date inspected	Overall effectiveness
Barlow Hall PS	November 2012	Good (G)
Button Lane PS	December 2012	G
Chapel Street PS	October 2012	G
Charlestown PS	November 2012	G
Crosslee PS	October 2012	G
Irk Valley PS	December 2012	Requires Improvement (RI)
Medlock PS	November 2012	G
Ravensbury PS	November 2012	G
St Agnes RC PS	November 2012	Outstanding
St Andrews CE PS	November 2012	G
St Clements CE PS	October 2012	RI
St John Fisher Thomas More RC PS	October 2012	G
St Malachy's RC PS	October 2012	RI
The Divine Mercy RC PS	October 2012	G
Cravenwood PS	December 2012	Inadequate Special Measures
St Margaret Mary's PS	January 2013	Outstanding
Old Hall Drive Primary	January 2013	RI
St Peter's RC PS	February 2013	G
Baguley Hall PS	February 2013	G
Ringway PS	February 2013	
St John's CE, Longsight	February 2013	
Special Schools	Date inspected	Overall effectiveness
Rodney House	November 2012	Outstanding
The Grange	December 2012	RI
Southern Cross	December 2012	G
Melland (Academy)	February 2013	
Meade Hill	February 2013	
Buglawton Hall	February 2013	

High Schools	Date Inspected	Overall Effectiveness
Burnage	October 2012	G
Levenshulme	November 2012	G
Manchester Communications Academy	October 2012	G
St Matthew's RC High School	November 2012	G
The Barlow RC High School	November 2012	G
Whalley Range High School	November 2012	G
Wright Robinson Sport's College	October 2012	RI
Newall Green High School	December 2012	Inadequate Special Measures