

School report



# Old Moat Community Primary School

Old Moat Lane, Withington, Manchester, M20 3FN

**Inspection dates** 11–12 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This happy and welcoming school, that does as its motto says, and 'changes lives.'
- All pupils achieve well. From low individual starting points, they make good progress in reading, writing and mathematics.
- Children make good progress in the Early Years Foundation Stage.
- Teaching is good and outstanding practice is evident. Pupils achieve well because all staff have high aspirations for pupils to succeed.
- Pupils' behaviour and attitudes are good. They are keen to do well and meet the school's high aims. Pupils say, and their parents fully agree, that they feel completely safe.
- The interesting range of activities offered by the school makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- The leadership of the headteacher and the executive headteacher is outstanding. Together with phase leaders and the governors, they have, despite staff changes, improved the quality of teaching and pupils' achievement well in the last two years.

### It is not yet an outstanding school because

- Marking does not always show pupils how to improve their learning or provide them with enough time to follow up on the feedback.
- Attendance for a small minority of pupils is not high enough.
- Subject leaders do not fully check that all pupils learn as well as they possibly can in all the subjects they study.

## Information about this inspection

- The inspectors observed 18 lessons or parts of lessons and carried out a work scrutiny with the headteacher and a phase leader.
- Meetings were held with senior leaders, staff, members of the governing body and groups of pupils.
- A telephone conversation was held with a representative of the local authority.
- Inspectors examined the school's own documentation relating to pupils' progress, the school's view of its own performance and policies relating to safeguarding.
- The inspectors listened to pupils from Years 1, 2, 5 and 6 read and spoke informally to pupils during playtimes and lunchtimes.
- The inspectors took account of 15 responses to the on-line questionnaire ( Parent View) and also spoke informally to groups of parents at the end of the school day and during sports day.
- Inspectors took account of the 24 responses to the staff questionnaire.

## Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Pamela Davenport	Additional Inspector
Barbara Dutton	Additional Inspector
Frank Carruthers	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils joining the school during the school year is well-above average.
- The proportion of pupils known to be eligible for the pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is well-above average.
- The proportion of pupils who speak English as an additional language is well-above average. There are currently 43 different languages spoken by the pupils.
- The school runs a before-school club, which includes an 'early birds' sports provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is federated with another local primary school.
- The headteacher and the executive headteacher have joined the school since the last inspection.
- There is a community hub providing support for families and children on site.

### What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by ensuring that the marking of work always shows pupils what they need to do to improve their learning and that enough time is allowed for them to act on that written advice.
- Improve the quality of leadership and management to outstanding by ensuring subject leaders and the governing body work together further to check that all pupils learn as well as they possibly can in all the subjects they study.
- Enhance the rate of pupils' attendance by continuing to work with families in order to promote further the importance of good attendance for pupils' achievement and success in life.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are below those that are typical for their age and are low in their speaking, listening and social development. Because adults pay close attention to developing these skills through imaginative play opportunities, children make good progress from their individual starting points in their learning in the Early Years Foundation Stage.
- All pupils in Years 1 to 6 achieve well and make good progress because the school has good teaching.
- Pupils get off to a good start with their reading. High quality teaching of the way letters link to sounds from an early age enables them to begin to read confidently and develop an enthusiasm for reading.
- Pupils continue to develop good reading skills as they move up through school. Pupils were eager to share how much they love reading. One pupil said, 'it's like you are in a different universe and it makes you feel excited.'
- A strong focus on extending pupils' mathematical skills through problem solving and activities which demand high levels of reasoning skills are evident in most classes.
- Test results at the end of Year 6 in 2012 were below average in English and mathematics overall. These results were higher than those achieved in 2011 though still below average.
- Attainment for the pupils currently in Year 6 is above average in writing and mathematics and average in reading. This represents at least good progress and supports the rising trend evident in pupils' attainment within all year groups.
- Pupils' achievement is not outstanding because marking is not used well enough to show pupils how to improve their learning. Furthermore, a small minority of pupils do not attend school regularly enough to achieve their best.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. This is because they receive specific additional support from skilled teaching assistants.
- Pupils who benefit from the pupil premium did not progress as well as other pupils in the school in 2012 in reading, writing and mathematics in Year 6 because many had only attended the school for a short time.
- There is evidence to show that gaps in attainment between those pupils known to be eligible for free school meals and other pupils who are currently in each year group are closing rapidly, and on average, these pupils are behind their classmates by half a term in reading, writing and mathematics. This is because money is spent wisely on meeting their individual needs.

### The quality of teaching is good

- High quality teaching across all the different situations, for example, class lessons and individual and group support for pupils new to the school and often learning English as an additional language, ensures that pupils make good progress from their starting points during their time in the school.
- This view is supported unanimously by parents the inspectors spoke with and by pupils who say 'you learn a lot and teachers make our learning fun'.
- Among the strong features of teaching are the 'can do' attitudes and high expectations of experiencing success evident between adults and pupils.
- In all the lessons observed during the inspection, achievement was at least good and often outstanding. This is because pupils are given work that they enjoy, that they know exactly what they are learning and what they need to do to reach the high levels of challenge teachers set for them.
- Pupils are involved in checking the quality of their own and the work of their classmates and the

setting of regular homework helps them to see how they can improve and accelerate their learning. However, marking of pupils' work does not always show them how to improve their work or provide them with enough time to follow up on the feedback.

- The teaching of pupils eligible for pupil premium funding, who are currently in the school, is well managed with appropriate resources available. As a result, these pupils make good progress from their individual starting points in their learning.
- The teaching of disabled pupils and those with special educational needs is good because all adults and, particularly skilled teaching assistants, ensure pupils receive support which is well matched to their needs.
- Teachers make a strong contribution to the outstanding provision for spiritual, moral, social and cultural development. For instance, children in the Early Years Foundation Stage develop independence and self-confidence through playing together in the exciting outdoor environment.
- Imaginative teaching and pupils' full participation in learning are integral in all lessons. For instance, through 'The Big Question' lessons, pupils find out, discuss and reflect upon topics such as 'What is freedom?'
- In such lessons, literacy, mathematics, drama and information and communication technology (ICT) skills are successfully promoted and applied which prepares pupils well for their future lives.

### **The behaviour and safety of pupils are good**

- Behaviour observed in lessons by inspectors was good and sometimes outstanding. This has a positive effect on pupils' good achievement. School records show that behaviour is typically good in classes, around the school and over time. Pupils say that poor behaviour never spoils lessons.
- Pupils behave well around the school, showing good manners and courtesy towards each other and adults. They are especially welcoming to those pupils who join the school during the school year.
- They enjoy a range of responsibilities in their classrooms and around the school, such as being members of the school council or as one of the 'Green Heroes' supporting recycling and environmental improvements.
- The exciting garden area which received the Pride of Manchester Greener Future award illustrates pupils' determination to improve the environment and the strong partnerships established with outside agencies. The 'Jubilee Garden' with its 'Buggingham Palace', home for insects, made using old crates, teaches pupils to act responsibly and care for the environment very effectively.
- Behaviour is judged to be good rather than outstanding. Occasionally, when the pupils are expected to work independently of the teacher, they chatter to friends rather than concentrate fully on their learning.
- Pupils are aware of different forms of bullying such as name-calling and cyber-bullying. They say that bullying is rare in school and is always sorted out quickly by the teachers.
- Pupils say, and their parents agree, that they feel safe and understand how to keep safe. Pupils say teachers and support staff have helped them to understand how to take care on the roads or when using the internet.
- A daily breakfast and early birds club attended by a high proportion of pupils, make a good contribution to pupils' personal development.
- Attendance is improving over time. However, despite the school's best efforts, it remains below average. This is because a small minority of families do not fully involve themselves with the school in appreciating the importance of good attendance to pupils' achievement and success in life.

## **The leadership and management are good**

- Inspirational leadership and clear ambition from the headteacher and the executive headteacher has steered the school successfully through a time of staffing changes. Together with the governing body and phase leaders, they check to make sure their plans for improvement are working and enjoy the support of staff, who say staff morale is now high.
- School leaders regularly check the quality of teaching. Targets set for teachers concentrate on raising pupils' achievement, and are well linked to training and to teachers' salary progression. However, subject leaders and the governing body do not fully check that all pupils are doing as well as they possibly can in their learning in all the subjects.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils' learning is greatly enriched by residential visits, sports, artistic opportunities and clubs.
- Senior leaders and staff work effectively to prevent discrimination and ensure that all pupils have equality of opportunity to enjoy the full curriculum. They are very proud of all pupils and celebrate the contribution each group makes to the life of the school.
- School leaders and governors have worked in close partnership during the staff changes, with the local authority in order to secure pupils' good achievement. They use external reviews of the school's work to confirm their accurate view of the school's strengths, and the areas to improve.
- Arrangements for safeguarding pupils and child protection procedures fully meet statutory requirements.
- School leaders have strong relationships with parents. They say they are well informed about the work of the school because of regular newsletters and the highly informative website. As a result, most parents are very supportive of the school. However, a small minority do not fully work with the school to ensure their children's attendance is good.
- The strong partnerships which exist within the community hub and through the federation, provide excellent opportunities for staff to share their expertise and learn from each other.
- **The governance of the school:**
  - The governors fully support the drive to improve teaching and raise pupils' achievement. They have received training to ensure that they have the necessary skills to carry out this work. The governing body knows the key strengths and areas which need to develop further. Governors are fully aware of how the pupils are achieving compared with other schools nationally and within the school. However, they do not work closely enough with subject leaders to check how well pupils learn in all subjects of the curriculum. The headteacher is held to account with rigorous performance targets. Governors are fully aware of the performance of staff and their pay levels. In conjunction with the headteacher, they manage the school's finances efficiently, including the use and the impact of pupil premium funding.

## 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

<b>Unique reference number</b>	131431
<b>Local authority</b>	Manchester
<b>Inspection number</b>	411859

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	434
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gavin White
<b>Headteacher</b>	Sally Lamb
<b>Date of previous school inspection</b>	29 September 2009
<b>Telephone number</b>	0161 4454208
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