

St Anthony's Catholic Primary School

Dunkery Road, Manchester, M22 0NT

Inspection dates 3–4 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has a resolute and determined focus on improving the outcomes of all pupils and is ably supported by a strong and developing team of senior and middle leaders.
- The hard work and commitment of all staff have led to improvements in the quality of teaching, pupils' attendance and achievement.
- Children in the Nursery and Reception classes get off to a good start because the environments are well organised and promote a love of learning.
- In 2014, the standards pupils reached in reading, writing and mathematics in Year 2 improved on the previous year and were above the national average.
- Across the school, pupils make good progress from their different starting points in reading, writing and mathematics.
- Teaching is typically good and teachers and teaching assistants work well together to provide pupils with activities which interest them.
- Pupils' behaviour is good and they are well mannered, polite and show respect for adults and each other. Pupils feel safe and know how to keep themselves safe, including on the internet.
- Effective support for disadvantaged pupils and those who have special educational needs helps them achieve as well as other pupils.
- The primary school sport funding is used very well to provide pupils with high-quality lessons and a wide range of opportunities to experience and participate in different sports.
- The governors are well informed and, through their involvement in school, are able to both support and challenge leaders about school performance.
- The wide range of clubs, trips and links with the local church and other countries effectively promotes pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Marking does not always provide pupils with clear guidance on how to improve in all subjects.
- Work is not always set at a level which challenges all pupils, especially the most able, for them to reach their potential.
- The best teaching practices evident in the school are not always shared widely among staff.

Information about this inspection

- Inspectors observed a range of lessons or parts of lessons, two of which were observed jointly with the headteacher and a deputy headteacher. They also looked at pupils' work.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and the school improvement consultant.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure pupils are kept safe.
- The inspectors spoke to parents and took account of the 59 responses to the Ofsted online questionnaire (Parent View). They also took account of the 31 staff questionnaires.

Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
John Shutt	Additional Inspector
Simon Dyson	Additional Inspector
Philip Choi	Additional Inspector

Full report

Information about this school

- St Anthony's Catholic Primary School is much larger than the average-sized primary school. The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds and the proportion of those who speak English as an additional language are similar to national averages.
- The proportion of disabled pupils or those with special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- St Anthony's Catholic Primary School converted to become an academy on 4 April 2013. When its predecessor school, St Anthony's RC Primary School, was last inspected by Ofsted, it was judged to be good.
- There have been significant changes to senior leadership since 2011, including the appointment of a headteacher in 2011 and a deputy headteacher in 2012. The deputy headteacher left for a promoted post in April 2014. A new structure of leadership has been implemented, with two new deputy headteachers appointed in the last 12 months. Other senior and middle leaders were appointed in September 2014.
- There have also been significant changes to teaching staff over the past three years. The school currently has six newly qualified teachers and a further eight teachers who are in the early stages of their career.
- The early years comprises a full-time Nursery and full-time Reception classes.
- The school is a member of the Wythenshawe Catholic Academy Trust.
- At the time of the inspection, the school was undergoing major building work to provide three new classrooms.

What does the school need to do to improve further?

- Improve teaching in order to raise pupils' achievement further by:
 - ensuring that marking consistently gives pupils clear guidance on how to improve in all subjects
 - making sure that work set always provides a suitable level of challenge, especially for the most able, so that more pupils attain the higher standards
 - continuing to develop opportunities to share more widely the strongest teaching practices with staff across the school.

Inspection judgements

The leadership and management are good

- The headteacher has a firm and determined focus on improving the outcomes for pupils. He has managed the significant amount of staff changes well and is supported by a committed and strongly developing leadership team of senior and middle leaders. As a result, there have been improvements in attendance, including a reduction in the proportion of pupils who are frequently absent from school, improvements in the proportion of pupils achieving the phonics check in Year 1 and in the standards reached by pupils by the end of Year 2.
- New members of staff, including those who are newly qualified, are well supported and, as a result, the quality of teaching is continuing to improve. Although there are some opportunities for staff to share good teaching practice, the school recognises that these could be extended more widely to further improve the quality of teaching.
- The procedures for checking on pupils' progress and the quality of teaching are regular and thorough, identifying accurately the key priority areas for the school. The information gathered on how well pupils are doing is used to identify which pupils are in danger of falling behind and additional support is then put into place to support them. The funding for pupils who are disadvantaged is used well to provide additional staff to support pupils in class and in groups so they achieve as well as others. This shows the school's commitment to promoting equal opportunities for all pupils and to tackling any discrimination.
- Middle leaders, many of whom are new to role, have developed their skills well and have clear priorities for action based on a good understanding of strengths and priorities in their areas of responsibility. This is as a result of the regular opportunities they have to check on the quality of teaching in their areas.
- The procedures for managing the performance of teachers are robust and rigorous. Teachers' targets are linked to pupils' progress and the main priorities for the school and are checked regularly before any decisions about pay progression are made. High-quality professional development has improved the quality of teaching and is effectively supporting the development of leaders at different levels.
- The curriculum is organised to interest pupils and develop their basic skills in reading, writing and mathematics effectively. St Anthony's has links with a school in Italy and pupils are taught Italian, which means that when older pupils have the opportunity to visit, they are able to converse with their peers. Pupils' computing and design and technology skills are also supported by the use of additional teachers.
- Through its links with the local church and with schools and organisations in other countries, including China, Brazil and Ethiopia, pupils' understanding of different cultures is good. Pupils regularly raise money to support these organisations. Children have a good understanding of Christianity and other religions through the work they do in school; they are taught about different values such as peace, justice and democracy, which fosters good relations. This ensures that pupils' spiritual, moral, social and cultural development is good and prepares them well for life in modern Britain.
- As a member of a multi-academy trust, the school benefits from opportunities for teachers and leaders to learn from one another. Regular meetings enable teachers to share pupils' work, check how well their pupils are doing and how accurately teachers are assessing this. Through this partnership, the school works with an adviser who supports and challenges the school's leaders well.
- The primary school sport funding is used very effectively to employ specialist staff who both develop the skills of staff and pupils and have also broadened the sporting opportunities for pupils. Pupils spoke positively of the opportunities to attend after-school clubs and to take part in competitive sports with other schools. The introduction of sporting activities at lunchtime has been popular with pupils. Governors, staff and pupils say it has helped with improving behaviour at lunchtime. As a result, more pupils are taking part in sporting activities, which are promoting their well-being and helping them to stay healthy.
- Most parents are positive about all aspects of the school's work. A small proportion of parents feel they do not receive enough information about their children's progress. Inspection evidence found that the information parents receive and the opportunities for them to discuss their children's learning are similar to those of other schools.
- Safeguarding arrangements meet statutory requirements and are effective. Staff receive updates and training on how to keep pupils and themselves safe.
- **The governance of the school:**
 - Governors have a good understanding of the different strengths and areas for improvement in the school. This is because they regularly visit the school; they also have opportunities to check on the quality of teaching and progress of pupils through attending meetings with leaders, including those on data about pupils' progress, observing lessons and looking at pupils' work. Governors understand well how teachers' pay progression is related to pupils' progress and the quality of teaching so that any

under-performance can be tackled and effective teaching rewarded. Governors have agreed that the pupil premium funding is used to provide additional staff to support eligible pupils and receive information on how well this is being used. They have a very good understanding of how the primary school sport funding is spent and how this has improved the range and participation of sports on offer as well as the quality of provision in physical education (PE). Governors have accessed training to improve their skills through the local authority, the diocese and more recently through the academy trust of schools.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In lessons and around the school pupils are polite, well-mannered and courteous to one another. Pupils enjoy school and take a pride in their work and school environment. The older pupils are excited about the building of new classrooms, which will provide Year 6 with their own learning environment.
- Pupils say that teachers are kind and make lessons interesting. They are keen to answer questions and to do their best; as a result, very little time is wasted in lessons. Occasionally, a few pupils sometimes lose concentration when their work lacks challenge.
- Pupils spoke very positively about the work the school council has done to improve the playgrounds and the resources they have at lunchtime and playtime. Older pupils are keen to be playground pals and leaders, taking these responsibilities seriously.
- Pupils feel that behaviour is good and most parents agree. School records show that there are very few incidents of poor behaviour and that these are managed appropriately.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils understand the different types of bullying well and say that bullying does not happen very often in the school. They are confident that any incidents would be swiftly sorted out. Older pupils said that any incidents are usually related to 'falling out' and that they sort it out because they 'will be friends again'.
- Pupils say that they feel safe and understand how to keep themselves safe, including on the internet. The police have delivered assemblies to support pupils' understanding of cyber-bullying, for example. Pupils have a good understanding of how to keep safe around the school, particularly during a period of ongoing building work. Even the youngest children know they have to wear hard hats in their construction area.
- Attendance has improved and is in line with the national average. The proportion of pupils who are regularly absent from school has decreased significantly because the school has good procedures to check on absence and to promote good attendance.

The quality of teaching is good

- The headteacher, ably supported by senior and middle leaders, has managed the significant staff changes well to ensure that the quality of teaching is good overall and that the majority of pupils achieve well over time.
- Teachers have high expectations of pupils' behaviour and work and the standard of presentation is of a good quality across the school. Relationships between pupils and the adults who teach and support them are very positive and this promotes positive and productive classrooms.
- Teachers and teaching assistants question pupils well to stimulate their thinking skills and also to get them to give clear explanations. In one session, a group of pupils, having read a short passage, had to explain what they thought certain phrases might mean or imply. The searching questions asked ensured that pupils used their comprehension skills well to infer meaning.
- Pupils are keen readers. In one enterprising Year 6 class, the pupils have decided to contribute to the purchase of new books. They have a wish list of books they want to read and when there is sufficient money, these are purchased. They proudly showed their class library and how they are cataloguing their books.
- Phonics (letters and the sounds they make) is taught well and younger pupils are able to use their phonics skills to break down unfamiliar words so they can read them. In a Year 1 class, pupils were encouraged to use thesauruses to find other words to improve their writing. Pupils used these confidently, explaining

clearly what they were and reading, selecting and using alternative words.

- Mathematics is taught well. Pupils are able to use their knowledge to apply it to solve problems. In a Year 6 class, pupils were using their understanding of times tables to work out the fraction of a number, from their previously gathered data. They then converted this into a decimal, showing rapid progress in their learning. The introduction of 'maths passports' across the school has also improved pupils' mental calculation skills.
- Pupils have a good range of opportunities to write for different purposes and the work in books shows that pupils enjoy writing and make good progress. Pupils are able to apply their spelling, punctuation and grammar skills into their writing because these are taught regularly and well. As a result, the standards reached in these skills by pupils in Year 6 improved in 2014.
- Homework is well planned and supports pupils' learning. Younger pupils are able to select from a menu of activities which enable them to develop their literacy, numeracy and research skills, for example. The standard of presentation in these books is of the same good quality found in pupils' other books.
- Work is marked regularly. In the best examples, particularly in writing, there is clear guidance given and pupils know what to do to improve their work. However, this is not yet consistent across all subjects or classes.
- Teachers plan activities which engage and interest pupils. Occasionally, pupils are not always given work that is challenging enough, especially for the most able, and this slows their progress.

The achievement of pupils is good

- Pupils usually start Key Stage 1 with skills that are typical for their age. They make good progress across Key Stage 1 to reach standards which were above those found nationally in 2014. The standards in reading, writing and mathematics at the end of Key Stage 1 in 2014 improved on the previous year, particularly in the proportion of pupils reaching the expected levels, which was above the national average. The proportion of pupils reaching the higher levels also improved in reading and mathematics.
- At the end of Year 6 in 2014, the overall standards reached by pupils were lower than those reached in 2013 and similar to those found nationally. Standards in reading were lower than in writing and mathematics. Although most pupils made the progress expected of them in each subject, the proportion doing so in reading was lower. The proportion of pupils making better-than-expected progress in each subject was below average, particularly in reading. A number of pupils narrowly missed attaining the next level of attainment in reading and this had a negative effect on their overall attainment and progress. Inspection evidence also shows that some pupils in Year 6 were adversely affected by staffing disruption which occurred during 2014.
- Senior leaders have swiftly responded to the lower standards achieved at the end of Key Stage 2 in 2014, particularly in reading. They identified that pupils' ability to infer and deduce information from texts required improvement. As a result, teachers and teaching assistants received training on how to enhance these skills. Inspection evidence shows that teachers and teaching assistants are delivering good-quality sessions to develop pupils' reading skills, including those of the most able, which are showing positive results.
- In 2014, most pupils in different year groups across the school made the progress expected of them and many made better-than-expected progress. Inspection evidence shows that the progress of pupils currently on roll in school is good in reading, writing and mathematics.
- The proportion of pupils who achieved the standard in the most recent phonics check (letters and the sounds they make) in Year 1 was similar to the national average. Pupils are able to use their phonics skills to successfully read and write words. Year 2 pupils who read to an inspector showed that they were confident and increasingly fluent readers who enjoy reading a range of books by different authors, such as Roald Dahl.
- Disadvantaged pupils supported by the pupil premium make good progress. In 2014, the attainment of these pupils was approximately one term behind that of other pupils in school in reading, mathematics and spelling, grammar and punctuation. Their attainment in writing was the same as that of other pupils in the school. When compared to other pupils nationally, their attainment was approximately one term behind in mathematics, two terms behind in spelling, punctuation and grammar, two and a half terms behind in reading and in writing there was no difference. Inspection evidence shows that across the school, these pupils make good progress and their attainment is close to that of their peers. This shows that the school is closing the gaps in the performance of different groups of pupils.
- Pupils who are disabled or have special educational needs are well provided for. The well-planned provision for these pupils ensures that they receive good additional support from effective teaching

assistants. This, along with specific additional group sessions, helps them make good progress from their different starting points.

- The proportion of pupils who speak English as an additional language make similar good rates of progress to their peers because of the additional support they receive to acquire language skills, particularly in the early years where increasing numbers of children are starting at the early stages of learning English.
- Overall, the most able pupils make good progress. However, some of these pupils do not always achieve the highest standards of which they are capable because they are not always given work that is hard enough to challenge them.

The early years provision is good

- Children start Nursery with skills which are below, and for some significantly below, those typical for their age, particularly in language and communication. An increasing number of children starting school do not speak English as their first language and the school provides children with additional support to promote their understanding of English. Some children also receive additional support for speech and language development.
- The children make good progress across both Nursery and Reception because teaching is good. The proportion of children achieving a good level of development by the time they leave Reception is similar to that found nationally. As a result, children are well prepared for starting Year 1.
- The warm and welcoming atmosphere in the Nursery and Reception classes means that children settle quickly and are eager and keen to learn. They understand the different routines and purposeful learning opportunities are well planned so that children are able to practise new learning in different ways. Different topics are chosen to interest children and to extend their learning of the wider world.
- There is a good mixture of adult-directed activities and ones which children choose for themselves. They show sustained interest in different activities. For example, three children were engrossed in a numbers game on the interactive whiteboard while others were using tablet computers to work independently on language development. Occasionally, children are not always given work or activities that are challenging enough, especially for the most able.
- Children play and mix well together and their behaviour is good. The adults that look after them ensure that they are well cared for and kept safe. Children are very well supervised when walking to the hall for either lunchtime or physical education (PE) lessons.
- The physical development of pupils is also well planned and children benefit from and enjoy the sessions they have with a specialist PE teacher. Children also enjoy 'Squiggle while you Wiggle' and baby ballet sessions to further develop their physical skills.
- Phonics is taught well. As children develop their understanding of letters and the sounds they make, they are able to use their skills to read words and write simple sentences. Children in a Reception class were particularly keen to 'jump across the river'; having correctly identified the sound in the word they had been given.
- The leadership of the early years is good. The leaders in Nursery and Reception work well together. They ensure that, across the different classes, staff work together to assess children's learning and plan activities that will further develop children's skills well and encourage parents to contribute to their children's learning.

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	139458
Local authority	Manchester
Inspection number	449976

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	672
Appropriate authority	The governing body
Chair	Fr M Murray
Headteacher	Mr R P Ward
Date of previous school inspection	Not previously inspected
Telephone number	0161 437 3029
Fax number	0161 498 0839
Email address	admin@st-anthonys.manchester.sch.uk

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



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

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

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

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

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

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

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

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2014



Our Lady's RC High School

Alworth Road, Higher Blackley, Manchester, M9 0RP

Inspection dates 10–11 February 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' attainment and progress in mathematics by the end of Year 11 is below the national average. Overall, progress has improved, particularly in English, but in mathematics it remains too low and requires improvement.
- Teaching is not consistently good. In some departments it remains too variable. Not all staff are consistently using the school's agreed marking and feedback policy to support students to improve.
- Teachers do not always ensure that students use good spelling, punctuation and grammar in all subjects.
- A small proportion of students sometimes arrive late to lessons and this results in a loss of learning time.
- Gaps between the progress and attainment of disadvantaged students and their classmates still remain in some year groups and subjects.
- Disruption to staffing in the past has impacted on students' achievement. Students have not made the progress of which they were capable.

The school has the following strengths

- Leaders and governors have already secured good improvements to teaching, learning and behaviour. Well-informed plans on how to continue this journey to be consistently good in all areas are securely in place.
- There has been a rapid improvement in students' progress and attainment in English. In most subjects, students are now well taught.
- Students behave well and are happy in school.
- The school's work to keep students safe and secure is effective and students feel safe.
- Leaders and governors ensure good quality support for students' well-being and spiritual, moral, social and cultural development.
- Students who speak English as an additional language and those with special educational needs or disabilities all make good progress
- Students who attend alternative provision are supported well and are making good progress towards their personal goals.
- Teaching is improving quickly as a result of good quality staff training and support from all leaders.

Information about this inspection

- Inspectors observed a large number of lessons, covering every department of the school and observed the majority of the teaching staff in the school who were present during the inspection. A significant number of these observations were completed jointly with senior and middle leaders.
- Inspectors looked at students' books, folders and projects across subjects and for each year group. A large number of books were also looked at jointly with school leaders.
- Meetings were held with senior and middle leaders, those responsible for students' behaviour and students with special educational needs and disabilities, representatives of the governing body and local authority, and with groups of students. Phone calls were made to the alternative provision used by the school.
- The 10 responses to the Ofsted online survey site 'Parent View' were included in the evidence collected, alongside the school's own parent questionnaires and staff questionnaire responses.
- A large amount of documentation was included in the inspection evidence, including the school's records for behaviour, tracking of students' progress, performance management and monitoring of teaching, minutes from meetings, and the school's plans for improvement.

Inspection team

Rebecca Lawton, Lead inspector	Additional Inspector
Bernard Robinson	Additional Inspector
Kevin Harrison	Additional Inspector
Kathleen Harris	Additional Inspector

Full report

Information about this school

- The school is slightly smaller than an average secondary school, and shares its site with another secondary school, North Ridge High School. A public bridleway goes through the school site.
- The proportion of disadvantaged students and those supported by the pupil premium is higher than the national average. The pupil premium is additional funding to support students who are known to be eligible for free school meals and those in the care of the local authority.
- The majority of students are of White British heritage, but there is a minority of students who are from other ethnic groups. The proportion of students who have English as an additional language has recently increased and is now a significant group.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress by the end of Year 11.
- The proportion of students who are disabled or who have special educational needs is broadly the same as that found in other secondary schools.
- A small number of students attend alternative provision off site, some at the Manchester Pupil Referral Unit and some at the Harpurhay Centre.
- The school has significant links with a large number of national leaders of education, other schools and St Ambrose Barlow School in particular.
- There has been a significant number of staff joining the school or new to role this academic year, particularly in the mathematics department.
- The school does not normally enter students early for GCSE examinations.

What does the school need to do to improve further?

- Reduce the variability in teaching and feedback to students by:
 - using feedback time more effectively, particularly in mathematics, to close the gaps for students who need extra support, and challenge the most able to achieve even further
 - ensuring all teachers are consistently reinforcing students' literacy skills by supporting correct spelling, punctuation and grammar in all subjects.
- Continue to improve students' progress and achievement in mathematics so that more reach the levels of which they are capable, and so that any gaps between disadvantaged students and their classmates is reduced.
- Improve students' punctuality to lessons, so that no learning time is lost.

Inspection judgements

The leadership and management are good

- The effective and rigorous actions of the headteacher, leaders and governors have secured improvements to many departments, and are improving rates of progress since the last inspection. They have worked hard to manage the staffing difficulties in some departments and these are now almost completely resolved. As a result, teaching is more stable and the pace of improvement is increasing.
- The leadership of teaching is good. Teaching and students' achievement in most subjects has improved, and is now good in many departments across the school. However, improvements to teaching and learning in mathematics have not fully impacted on all students. A legacy of weaker progress in mathematics means that students have the most improvements to make to reach national expectations.
- The structures in place to monitor the quality of teaching are rigorous. Staff have regular checks on the amount of feedback they give to students. Leaders are now moving to a more supportive approach and are focusing on checking the amount of progress students make as a result of this feedback.
- Plans for further improvement are focussing on the correct areas, and these are clear and well resourced. Training for staff and the use of external consultants to support teachers have both been used effectively.
- The local authority have an accurate view of the school's work, and have provided good quality links and support routes for training, particularly in regard to staffing and staff development.
- Middle leaders are particularly strong. They have improved their skills in all areas, and particularly use data on student's performance well. They are having a significant positive impact on the pace of improvements in their departments. Many have expertise that is being used to support the school and its partner schools.
- The pupil premium funding is used increasingly effectively to improve the skills of those students in most need. Students' skills in reading for example, are particularly well supported. The school monitors the use of the pupil premium robustly. Gaps in achievement are closing through well-targeted support, particularly in the learning support unit. Equality of opportunity is a key priority for the school, and there have been some improvements towards ensuring equitable outcomes for all groups. The school fosters good relationships and tackles discrimination effectively.
- The school curriculum is well matched to students' needs and helpful advice and guidance is given when choosing options for GCSE. The proportion of students who are not in education, employment or training when they leave school is low.
- The school's provision for students' spiritual, moral, social and cultural development is particularly strong. The school's ethos is supported equally well in all departments, and gives students a strong sense of community. They are well prepared to be successful in modern Britain. The wide range of curricular and extra-curricular activities enriches their experiences and ensure they have a good knowledge of other cultures and viewpoints.
- The school works hard to engage parents, and uses a wide range of projects and approaches. This is particularly strong when students join the school in Year 7, and when students are working towards their final examinations. Pastoral staff work effectively with a wide range of external agencies to ensure every student receives the good quality support they need.
- The arrangements for safeguarding students meets statutory requirements and are effective. Staff are well-trained and up-to-date with all aspects of safeguarding. Those students who attend off-site provision are checked regularly to ensure they are safe, behaving well and making good progress.
- Staff at the school have worked hard to secure the safety of the site, which has a public bridleway through the grounds. This is well-managed and all staff make sure students are safe at all times.
- **The governance of the school:**
 - Governors have an accurate and well-informed view of the school's current performance and areas for improvement. They challenge the school to improve, and are increasingly successful in raising achievement and progress, and in improving teaching and learning. They have a robust programme in place to ensure that they review all aspects of the school's work and have a positive input into all aspects of school life. Governors are well-trained, use data effectively and have an appropriately high focus on safeguarding and student welfare. Governors are making sure the pupil premium is spent effectively, and have ensured that good teaching is rewarded by linking performance to pay. Governors are ambitious and have high expectations of the school and its staff and students, and are dedicated to the school community.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. They are kind, work well together and are ambassadors for the school community. They value learning and good teaching, and work hard when challenged.
- Attendance has improved in all year groups, and the small number of exclusions and internal removal from lessons have both reduced.
- Although a small proportion of students are sometimes slow to get to lessons, when they arrive they work hard. Teachers provide interesting starts to lessons that are good ways to remember the themes and key aspects of the previous lesson which students miss when they are late. Students are keen to improve, polite to staff, and respectful to visitors.
- Routines within lessons are well established, and are ensuring a consistently high expectation of good behaviour and good attitudes to learning in all departments. Students do not always take good care of their books or present their work well. This sometimes limits the speed of their progress.
- Students take part in a wide range of charitable and social events, and are well informed about spiritual and moral issues. They care about their community, and the wider world. They have informed discussions about world events, equality and discrimination.
- Students are confident and articulate, and although a few students are sometimes boisterous outside of lessons, the number of incidents of poor behaviour has significantly reduced in the last year.

Safety

- The school's work to keep students safe and secure is good. Students say they feel safe in all lessons and around school. Students know how to keep themselves safe online and have a good knowledge of how to report any incidents they might encounter.
- Curriculum coverage of all aspects of safety is broad and balanced, and students say they are confident in all aspects, including drug awareness and road safety. Good-quality sessions delivered by experts in safety supports students' development well.
- Students who attend off-site alternative provision are monitored closely to ensure their safety is equally good.
- The school monitors break and lunchtimes very well, ensuring that the public bridleway on the school site is always well managed, and that students are safe at all times.
- Students say there are few incidents of bullying, and that staff deal with any incidents quickly. This was seen during the inspection, where staff on duty quickly intervened and ensured any minor falling out was resolved amicably before it escalated. Relationships between staff and students are very good, and this enables staff to work with students effectively. Records show the number of bullying incidents is very low.

The quality of teaching requires improvement

- Although teaching overall has improved since the last inspection, and is now ensuring students are making good progress in a significant number of subjects, students' progress in mathematics is still not yet good. The quality of teaching and feedback to students, particularly in mathematics is variable. The teaching of spelling, punctuation and grammar skills require further improvement.
- In mathematics, teachers are not consistently using the school's marking policy to ensure that all students are making the progress they are capable of. Not all planning is removing the barriers to learning or providing sufficient challenge for the most able. This is slowing the pace of improvement.
- The school checks on the quality of teaching and progress of students regularly. Middle leaders and senior leaders both have a clear idea of where the strengths and weaknesses in teaching are and have put support in place where needed and shared good practice effectively.
- Some changes to the monitoring of teaching and learning are now ensuring that leaders are focussing more on the outcomes for students rather than the actions of teachers. In some departments, this means that the arrangements for feeding back to students in some departments are insufficiently effective because too little time is available to support those who need extra help and to further challenge the most able.
- Support for disadvantaged students, and for those who need to catch up with their classmates in some areas is generally working well to improve their progress. The learning support unit is particularly effective in supporting students to close any gaps in their learning. Patient and caring staff support students to become more confident learners and improve their skills so as to ensure they reach higher levels of

achievement. Students particularly value this support.

- Homework is set regularly and is improving students' abilities. The use of online programmes and series of homework's spanning several terms are having a particularly strong impact on rates of progress.
- The provision for improving students' reading skills is very effective. Students read regularly and enjoy reading. In one class seen, students were eager to succeed so that they could help others read in their group and hear each other read aloud. The school's strategies for reading supports students' development of language and analysis skills particularly well.
- Not all staff are consistently developing students' literacy in all subjects. For example, in some subjects incorrect spellings of key words are not corrected. Poor grammar is used by staff when describing an answer. Due to this, some students are not reaching the levels of attainment that they are capable of and repeat mistakes.
- Numeracy is supported well across the curriculum, and students get a good range of opportunities to use their mathematical skills in other subjects.
- A lack of consistency in expectations for the presentation of students work means that some students do not, for example, use rulers for lines or diagrams or are writing in colours that are hard to read. This limits the helpfulness of their own notes when they are revising for tests.
- Disabled students and those with special educational needs are generally taught very well. They have additional adults in the room to help them where required, and many teachers are making additional resources or provision to meet their needs, or adapting the room to ensure all students have the same opportunities for learning, such as sitting students nearer to the board. However, this is less effective when cover or supply staff are taking lessons.

The achievement of pupils

requires improvement

- Students' achievement in mathematics has not yet improved enough and still requires improvement. The proportion of students making expected progress has not yet reached national levels.
- The majority of students enter the school with skills that are below the national average in English and mathematics. Students in Year 11 in 2014 joined the school in Year 7 with even lower levels of attainment. Although the progress they made accelerated by the end of their time in school, their final attainment was below that normally reached by students in the school. The proportion of students achieving five A* to C grades at GCSE was below national average.
- Students who are currently in Key Stage 3 are making good progress in the majority of subjects and they are on track to achieve well. Students currently in Key Stage 4 are making progress that is below what is expected in order to reach the final levels of which they are capable in some subjects. Although their rates of progress are improving quickly, they still require further improvement to reach national expectations by the end of Year 11.
- Work in students' books seen during the inspection confirmed that there is good progress in some Key Stage 3 subjects. Work in Key Stage 4 is successfully closing the gaps in attainment for some disadvantaged students compared to their classmates. However, weaker support for students' literacy, particularly in their spelling, punctuation and grammar, and in the presentation of drawings such as graphs and tables still limits their progress in some subjects.
- Achievement in English is now much stronger. Improvements to teaching and learning have ensured students are now making good progress in the majority of subjects and year groups.
- Those subjects where students achieve particularly well, such as English, the humanities and science are being used to help students make links across the curriculum and to build higher expectations of success in other subjects. Students are increasingly able to make links in their learning and this is helping them to retain key knowledge in preparation for examinations. For example, in a mathematics lesson, students used an example from cooking to describe the need to convert grams to kilograms.
- The most able students are being challenged well in most subjects, but teachers are not consistently stretching these students as far as they could in all curriculum areas. The changes to feedback and reflection time are helping to improve the rates of progress for these higher-ability students, as they are getting individualised support and challenge.
- Students are making good progress in their reading skills, and this is having a positive impact on their progress and achievement in English. Their ability to scan, evaluate and respond to texts is particularly strong.
- The gap in attainment between disadvantaged students and non-disadvantaged in the school for 2014 was roughly half a GCSE grade, but this was because of the lower attainment of non-disadvantaged students. In the last Year 11 cohort, in English, disadvantaged students were almost a full grade behind

other students nationally, and in mathematics, were half a grade behind others in the school and almost one and a half grades behind others nationally. Currently within school in some subjects, the gap is almost a full GCSE grade, but these gaps overall are closing across subjects and year groups. Some subjects are successfully closing this gap by targeting support through the pupil premium funding and the use of the learning support unit and additional adults. Overall the use of pupil premium within school does not yet fully support all pupils to close the gaps in their attainment.

- Those students who speak English as an additional language, and disabled students and those with special educational needs are all making good progress, and are receiving good quality additional support to ensure they achieve the levels of which they are capable.
- Those students who attend alternative provision achieve outcomes that are suitable for their particular circumstances.

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	105576
Local authority	Manchester
Inspection number	454852

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	712
Appropriate authority	The governing body
Chair	Brian Kiely
Headteacher	James Keulemans
Date of previous school inspection	30 April 2013
Telephone number	0161 795 0711
Fax number	0161 220 5929
Email address	s.royle@olsc.manchester.sch.uk

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



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

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

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

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

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

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

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

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2014



Holy Trinity CofE Primary School

Capstan Street, Blackley, Manchester, Lancashire, M9 4DU

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Holy Trinity is a school where pupils are nurtured, guided and supported well. It offers a rounded education rooted firmly in the individual needs of each child.
- The skilled and determined leadership from the headteacher has helped develop a culture where staff and governors are constantly striving to improve outcomes for pupils.
- Achievement of pupils is improving. From starting points that are often low, pupils make good progress to achieve broadly average standards in reading, writing and mathematics.
- Leaders have taken the necessary action to improve the teaching of phonics (letters and the sounds they represent) and, as a result, standards are rising in this area.
- Children get off to a good start in the early years. Their learning is checked well to ensure that they are making good progress in all areas.
- Most teaching is centred carefully on the needs of each pupil and supports those children who are experiencing difficulties with their learning especially well.
- Attendance at school is good and is above the average nationally. It typifies the strong emphasis placed by school leaders on working with parents.
- Behaviour is good. Pupils show respect and courtesy to staff and each other and, as a result, the school is a harmonious community.
- The headteacher is well supported by governors who are skilled and very involved in the life of the school. Together, they show very good capacity to improve the school as it seeks to expand.

It is not yet an outstanding school because

- Teaching is not outstanding because at times it fails to meet the needs of those pupils who are the most able.
- Some teaching does not address the handwriting and presentation of pupils with enough rigour.
- The role of middle leaders is not fully developed. Middle leaders do not always check that their work has a beneficial impact on standards of attainment or on the quality of teaching in their areas of responsibility.

Information about this inspection

- Inspectors gathered a range of evidence to gain a view of the quality of teaching over time. This included observations of lessons, and part-lessons and of other activities throughout the school. Four lessons were observed jointly with the headteacher and another jointly with the deputy headteacher.
- Two discussions were held with groups of pupils, and inspectors listened to pupils reading.
- Pupils' work was looked at in lessons and other more detailed scrutiny of pupils' work was completed.
- Several meetings were held with the headteacher and other senior leaders. Two separate meetings were held with representatives of the governing body, and a meeting and telephone call took place between the lead inspector and a representative of the local authority.
- Inspectors spoke to a variety of parents at the school site, and also noted the results of a small number of responses to the online questionnaire Parent View.
- A total of 34 staff questionnaires were taken into account.
- A variety of documents was analysed, including the school's own self-evaluation, school improvement plan, performance management documentation, data about the achievement of pupils, reports written by advisers and consultants, and records relating to behaviour, safeguarding and attendance.

Inspection team

Jeremy Barnes, Lead inspector	Additional Inspector
John Shutt	Additional Inspector
Kevin Boyle	Additional Inspector

Full report

Information about this school

- Holy Trinity is an average-sized primary school with one class per year group except in Reception where there are two classes.
- Fifty seven per cent of pupils are from minority ethnic groups which is approximately double the national average, and 32% speak English as an additional language, which is much higher than the national average.
- The proportion of disadvantaged pupils, those who receive the pupil premium funding, is half of all pupils which is well above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, or those who are looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs is a little below average.
- In 2014, the school met the government's current floor targets, which are the minimum expectations for attainment and progress in English and mathematics.
- Pupils begin school full time in Nursery and the vast majority move into the Reception classes when full-time education begins.
- Since the last inspection, there has been a change of leadership. A new headteacher took up post in September 2012.
- The school is due to expand considerably during 2015, opening a further eight classes and moving to two classes per year group throughout the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils achieve higher standards in reading, writing and mathematics by:
 - ensuring the most able pupils are always challenged sufficiently by teachers providing them with work that is hard enough to match their needs
 - staff insisting on and modelling higher standards of handwriting and presentation.
- Ensure middle leaders at the school become more involved in improving teaching and checking on standards, especially for those pupils who are the most able.

Inspection judgements

The leadership and management are good

- The headteacher has a very clear idea of how successful Holy Trinity can be and, since his appointment in 2012, has challenged all aspects of the school to improve. Staff, governors and parents are wholly satisfied with the direction and culture in the school which is one of aspiration and ambition.
- In partnership with governors, staff, local authority advisers and other members of the school community, the headteacher has conducted honest and rigorous evaluations of school performance and taken the necessary steps to arrest a dip in standards in 2013. For example, the teaching of phonics was identified as an area for improvement, and a combination of good training for staff and improved organisation of resources has meant that current progress in this area is improving rapidly.
- The headteacher models the school's mission, 'Together we make a difference' very well, by maintaining a high level of communication with the school community, seeking to involve a range of staff, pupils, parents and governors in improvement work. As the school begins its move to doubling in size, even the children are involved in the planning of the new buildings such as helping to design the pupil toilets. Partnerships are actively pursued in an effort to give pupils a balanced education with added depth.
- There is an overwhelming drive to improve teaching, with regular checks on teaching being matched by good support and guidance over time. There is an increasing rigour to the appraisal of teacher performance which is matched to the Teachers' Standards. Pay awards are linked directly to this performance.
- Because leaders know the pupils very well, they are quick to ensure support and guidance are given should pupils fall behind or encounter any other difficulties in their learning. This focus on the individual members of the school community is a strong feature and indeed both governors and pupils talk of the school as 'one close family'.
- Leaders have worked with the local school-centred initial teacher training provider to train students who have subsequently been appointed as teachers at the school. This has had a positive impact on pupil progress and the quality of teaching. Leaders therefore demonstrate a good capacity to develop staff as the school seeks to expand and recruit further teachers.
- Leaders have ensured that the pupil premium fund has been used to bring about recognisable improvements for the pupils entitled to it. For example, the improvement in attendance for this group of pupils since 2013 has been such that it is now above the national average for all children.
- Similarly, sports funding has been spent to assist the development of staff as well as provide extra coaching for the pupils. This has had a direct impact on the quality of lessons which are skilfully and confidently delivered.
- The school is characterised by regular discussions between staff over the quality of teaching and where it can improve. Any whole-school initiatives are adopted well and consistently by all staff across the school. For example, a marking policy introduced in 2013 is very clearly understood by pupils and used by all staff throughout the school.
- Staff are satisfied with the level of support they receive. The school has used several consultants to support the improvement process, but increasingly middle leaders are taking on this role and spreading good practice. This is, however, in its early days of development and these leaders do not have the extra skills necessary to lead teaching and learning to full capacity.
- The curriculum is well planned and couples a focus on basic skills such as spelling and punctuation, with an enquiry-based approach which pervades many subjects. The vision of the headteacher is to 'release creativity' and a new school television channel is one such way that the school is promoting the artistic achievements of pupils.
- There is a range of activities both at the beginning and at the end of the school day which seeks to give pupils extra support and enrichment. A feature of the school's commitment is the involvement of parents, volunteers and governors in these activities, many of which are targeted at individual pupils for specific learning support. For example, a group of solicitors visit each week to read with pupils, an initiative which is typical of the desire of leaders to open the school up to its community, for the benefit of pupils.
- Leaders have been actively pursuing an option to expand the school and oversee the construction of a large extension. This shows the ambition and aspiration of the school. Representatives of the local authority are fully supportive of this, and have assisted governors and staff to good effect.
- The school's arrangements for safeguarding its pupils meet statutory requirements and pupils are looked after well.
- **The governance of the school:**
 - A year ago, governors took the decision themselves to call for an external review into their governance

of the school as a way of evaluating their impact. While the review was positive, they have nevertheless shown a desire to improve by ensuring that the skills on the governing body are more varied and that membership reflects the diverse nature of the school community.

- They challenge the headteacher and hold leaders to account. Staff are accustomed to attending meetings and reporting on a range of school matters. Governors embrace the challenge and shared desire to improve, because as more than one reported, 'we all have the children's best interests at heart.'
- Governors have a very good knowledge of the strengths and weaknesses of the school. They recognised the gap between disadvantaged children and other children in the school, and have overseen detailed plans to focus money in order to narrow this gap.
- A key feature of the school's governance is the willingness of governors to spend time regularly with pupils and staff, often through weekly attendance at clubs, assemblies and activities. Staff and governors have a strong commitment to equal opportunities, taking care to ensure each individual is supported and included. Leaders do not tolerate any form of discrimination and foster excellent relationships with the local community and beyond. As a result, the school is successful in preparing its pupils to contribute to life in modern Britain.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Parents agree and are very satisfied with the school's care and support.
- The headteacher and staff robustly analyse behaviour over time and respond promptly to any developing situations.
- There is a courtesy and respect shown by pupils which stems from the very good modelling by staff.
- The diverse nature of the school community is celebrated regularly. Special cultural days and the integration of different nationalities into the 'learning challenges' all assist to develop positive attitudes. Governors and staff are rightly proud of the individual nature of support and pastoral care.
- In lessons, behaviour is generally good as pupils respectfully listen to staff and collaborate well. On occasions, pupils lose focus and lack the resilience to stay on-task. Time can be lost as a result.
- The presence of pupil groups such as the 'urban crew' assists pupils to have a good understanding of their responsibility to their community. As a result, pupils treat the school and the environment with respect.
- The recent appointment of a family support worker has increased the opportunities for staff to visit families at home. This, for example, ensures that children are ready to start school and quickly make progress. For example, Nursery children were observed staying to eat their lunch in the school hall and here they demonstrated a good level of independence for their age.

Safety

- The school's work to keep pupils safe and secure is good.
- There is a culture throughout the school of shared accountability and as a result, staff and governors take responsibility for checking regularly on the welfare of pupils. Weekly meetings involving the named safeguarding governor are typical of the high priority placed on the children's safety. The headteacher is active within the local community, developing strong partnerships with agencies so that knowledge can be shared and the correct support can be organised for pupils, should it be needed.
- Pupils report feeling safe at school and parents agree. Any rare incidents of bullying are dealt with sensitively and promptly by staff. Pupils can discuss the importance of following safety procedures when using the internet, and have confidence in adults to support them if they were to have any problem or worry.
- Attendance is a significant strength of the school, and is consistently above the national average, exemplifying the focus on working with parents and families and the enjoyment pupils have of school.

The quality of teaching is good

- Teaching is now constantly improving. Led confidently by the headteacher and with good support from key staff, there is an open culture of evaluation and a desire to improve. This has resulted in improvements to teaching over time, increased consistency in the methods used in the classroom, and very good relationships between staff and pupils throughout the school.
- The teaching of mathematics is characterised by effective use of visual equipment and high expectations

of what pupils can do. In Year 1, pupils were being challenged to use repeated addition to learn how to multiply and they responded with enthusiasm.

- There has been some useful professional development of teaching assistants, for example in teaching phonics, where they teach groups of pupils confidently and with good subject knowledge. They work well as a team to ensure that pupils from a range of abilities are adequately supported.
- Previous failings in the teaching of phonics have been rectified and so the quality of teaching of reading has improved and is now good. There are now regular opportunities for younger pupils to read to a variety of adults and all pupils are given regular chances to discuss meaning or characterisation in what they are reading. Classrooms are full of reading prompts and there is a range of good books for pupils to choose from.
- The school has developed manageable systems of assessment which help teachers and pupils make the next steps in their learning. Pupils have a good knowledge of the marking policy and this is applied consistently throughout the school.
- Current work in books shows how pupils are improving their writing skills quickly because of good support and guidance. For example, pupils could explain how they had developed a 'cold' piece of writing, which was underdeveloped and contained several errors, into a 'hot' piece of writing.
- The teaching of communication skills is a strength. Year 6 pupils were observed reading their compositions out loud to a hushed audience, showing good diction and expression in their reading. Many of these pupils, whose first language is not English, have developed their English language skills from a low base and are now reaching at least average standards.
- The teaching of phonics is now good, with pupils carefully grouped by ability to ensure quick progress through sounds and vocabulary. In a Year 2 phonics group outside, pupils were using their recently practised phonic knowledge to write in chalk, correctly spelling sentences such as, 'I love the stars in the night'. Others were excitedly engaged in phonic games.
- The school has been successful in teaching accurate punctuation and grammar, but standards of handwriting and presentation are not as well taught or well modelled by staff. As a result, there are inconsistencies in letter formation and accuracy across the school.

The achievement of pupils is good

- The current progress for pupils in the school is good and it is improving quickly.
- Standards of attainment in Key Stage 1 fell at the school during the period following the last inspection but recovered throughout 2014 to be broadly average in reading, writing and mathematics. Writing improved at the quickest rate. Proportions of pupils achieving the higher levels were less than national averages in all subjects.
- The proportion of pupils passing the Year 1 phonics check has historically been low when compared to national rates. However, in 2014 the picture improved significantly and this improvement is being maintained in both Year 1 and Year 2 so that current standards are very close to the national average.
- In Year 2, there have been significant changes to the nature of the class over recent months with a quarter of pupils new to the class since the beginning of the academic year, many who speak English as an additional language. Though their attainment in reading and writing is below average, the current progress of these pupils is good from their very low starting points.
- Throughout Key Stage 2, pupils make good progress from below average starting points, and leave Year 6 with knowledge and skills which are broadly similar to the national average. Pupils do particularly well in grammar, punctuation and spelling but until recently they have done less well in reading.
- Although most pupils make the progress expected of them in all subjects, some of the most able pupils do not make sufficient progress to reach the higher standards of which they are capable. As a result, the proportion of pupils attaining these higher standards is below the national average in all subjects.
- The progress of disabled pupils and those with special educational needs is good. They are supported especially well by skilled teaching assistants who provide a level of nurture and care which assists these pupils to grow in confidence and skills.
- In 2013 at the end of Key Stage 2, there was a large gap between the attainment of pupils eligible for the pupil premium and other pupils of their age in the school in all subjects. This gap was narrowed in 2014 but still remained significant at approximately four terms behind other pupils in their class and three terms behind all pupils nationally. However, current assessment information in the school and careful observations of the progress of this group of pupils confirms that this gap is narrowing at a faster rate this year in all subjects. This is because of an improvement in the way teachers and teaching assistants are supporting the pupils.

- Pupils who speak English as an additional language, including a sizeable group from West African ethnicity, as well as other ethnic groups, progress well given their low starting points. Their progress is in line with other groups in the school and similar groups nationally. The individual support given to assist them when they arrive at the school is a strength of the school.
- Across the curriculum, pupils achieve well because activities are exciting and well planned. Whether engaged in scientific investigations or using their coding skills to make simple video games, pupils report being motivated and engrossed in their learning in other subjects. This is especially true in physical activities where good use of the sports funding provides pupils with regular activities which have increased participation and competition. In some subjects, the practise of basic skills is sometimes let down by poor presentation.

The early years provision

is good

- Children make a positive start to their education in an environment that is lively and busy. Children's learning is promoted well around the classroom through pupils' own display areas. Children are safe and cared for well. A stimulating outdoor area ensures that children are motivated and develop a sense of wonder at the world around them.
- A significant number of children start at school with little or no language and these communication difficulties are dealt with especially well by staff who model pronunciation precisely. As a result, children make good progress in language, reading and writing and leave Reception well prepared for Year 1.
- Staff have high expectations of children and communicate these well through lively and enjoyable activities. During the inspection, children responded well to a session on ordering numbers where careful questioning was a strength of teaching.
- The teaching in early years is good overall and notable for the excellent contribution that teaching assistants make to the progress children make. For example, wearing pirate hats and bandanas, they sustained the motivation of children by acting out adventure stories as the children hunted for missing numbers to complete a mathematical activity.
- A range of staff monitor the transition of children to school very carefully with a range of home visits, meetings in school, and sensitive support. Consequently, children settle and behave well and they gain good personal and social skills quickly after starting Nursery.
- The leadership in the early years is good. The school has overcome the temporary absence of the leader well because all staff take responsibility to share planning and assessment information, checking on children's development on a daily basis. They are vigilant in keeping children safe, and all key policies and procedures are practised and up to date.

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	105488
Local authority	Manchester
Inspection number	456147

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Father P Stamp
Headteacher	Lee Hardy
Date of previous school inspection	19 March 2012
Telephone number	0161 205 1216
Fax number	0161 205 0699
Email address	admin@holytrinity.manchester.sch.uk

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



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

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

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

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

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

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

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

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2014





Chorlton Nell Lane

30 Nell Lane, Chorlton Park, Manchester, M21 7SJ

Inspection dates	17–18 February 2015
Previous inspection date	Not previously inspected

Overall effectiveness	This inspection: Previous inspection:	Requires improvement	3
		Not previously inspected	
Access to services by young children and families		Requires improvement	3
The quality of practice and services		Requires improvement	3
The effectiveness of leadership, governance and management		Requires improvement	3

Summary of key findings for children and families

This is a centre that requires improvement. It is not good because:

- Although the centre is engaging well with most of its priority groups, it does not always receive timely referrals or sufficient information from partners such as social care and health professionals. As a result, staff cannot always make an appropriate contribution to joint planning or effectively support some families who may benefit from the services that the centre offers.
- The centre has only recently introduced systems to track and check the difference that it is making for adults and children who access groups and activities. As a result, it cannot fully demonstrate how it has helped to improve outcomes, particularly for those living in the most disadvantaged areas.
- The assessment and tracking of children's skills and abilities, and the planning of activities, are at an early stage of development. They are not focused sufficiently on capturing children's learning, and involving parents when planning for their next steps, in order to ensure that all children make the progress of which they are capable.
- The centre has not formed effective partnerships with childcare providers and schools to establish a transition-into-school programme, so that all children get the best start in their education.
- Adult education, training, volunteering opportunities and employability advice and guidance are all limited at the centre. The centre does not routinely track those adults that it signposts to other providers to see if these experiences are helping them to gain employment.
- Monitoring and evaluation by leaders, managers and those in a governance role are not sufficiently rigorous or robust. As a result, the centre's self-evaluation, development plan, staff supervision and case-file records are not precise enough to help the centre set sharply focused targets, designed to improve rapidly all aspects of its performance.
- While parents complete evaluations of activities, they do not play a big enough part in shaping the direction of the centre's performance.

This centre has the following strengths:

- The new head of centre has taken positive steps which have significantly improved the centre's registration and engagement figures. As a result, the large majority of families, including those from priority groups, now have good access to and engage well with the services that the centre offers.
- Families particularly enjoy and value the sessions to support families with babies. They benefit from good professional advice and peer support which help to reduce isolation.

What does the centre need to do to improve further?

- Improve access to services by:
 - ensuring that partners, especially social care and health professionals, improve the timeliness of referrals and the sharing of information, so that centre staff can contribute to joint planning and early support for families who may benefit from the centre’s services.
- Improve the quality and impact of practice and services by:
 - increasing the effectiveness of systems to track and check the impact of the centre’s work on adults and children who access services and activities
 - improving the quality of assessment, planning, observations and tracking of the activities that children attend, so that the centre can fully demonstrate the progress children are making
 - developing links with all local childcare settings and primary schools in the area to support children’s readiness for school
 - offering a wider range of opportunities for adult education, training, volunteering and employability information, to help adults increase their skills and enhance their future employment prospects.
- Improve the leadership, management and governance of the centre by:
 - increasing the rigour of local authority monitoring and of the centre’s self-evaluation and setting smarter, short-term targets so that the centre can improve more rapidly
 - more carefully analysing the data available, to evaluate the impact of activities and plan services more effectively
 - more rigorously supervising, observing and monitoring the work of staff, the quality of activities and case files, to ensure that services are of the highest standard
 - increasing the information given to parents and finding ways to ensure that they can contribute to shaping the future of the centre.

Information about this inspection

The inspection of this children’s centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by two additional inspectors.

The inspectors held meetings with the centre manager, officers from the local authority, centre staff, parents, members of the advisory board and a number of partner professionals from other agencies.

The inspectors visited a number of sessions held during the inspection including ‘Stay and Play’, ‘Newborn Network’ and ‘Baby Bliss’, and spoke to children and parents.

They observed the centre’s work, and looked at a range of relevant documentation including the centre’s self-evaluation and development plan, parent evaluations, key policies including the centre’s safeguarding procedures, as well as a range of other relevant documentation.

The inspectors visited the Nell Lane and Chorlton Library sites.

Inspection team

Jean-Marie Blakeley, Lead inspector	Additional inspector
Anne Mackay	Additional inspector

Full report

Information about the centre

Chorlton Nell Lane Children's Centre is situated in Chorlton, a fairly affluent area of Manchester. The centre has recently changed its designation from Chorlton Library to the Nell Lane site but still offers some services from the library. Two of the eight areas that it serves are identified as being in the 30% most disadvantaged in the country, with the remainder being in 70% areas.

The local authority directly manages the centre in conjunction with an advisory board that includes partners and parents. The centre is led by a manager who is responsible for three children's centres. The centre had a change in leadership in October 2013, with new outreach workers and receptionist. The local authority is restructuring its services and another manager has been identified to lead the centre as part of a new group of centres from April 2015.

Together with partners, the centre delivers a range of services including family outreach support, parenting programmes, health services, specialist services such as Speech and Language Therapy (SALT) and family play sessions.

There are currently 795 under-five-year-olds living in the area with 4.3% living in workless households. The very large majority of families are White British with most ethnic minority families being of Pakistani heritage.

The majority of children enter early years provision with skills typical for their age. The centre has identified its priority families as those living in the two most disadvantaged areas, two-year-old children eligible for free nursery education, Pakistani families and those children who are looked after or identified as in need or that may be subject to a child protection plan.

Inspection judgements

Access to services by young children and families

Requires improvement

- The large majority of families access the centre's services, including the majority of families that the centre has identified as in its priority groups and those expecting children. This includes those living in the most deprived areas and two-year-old children eligible for free nursery education. The number of Pakistani families accessing services at the centre has increased significantly in the last year. As a result, the centre is fostering good relations with the community, promoting equality of opportunity and tackling discrimination.
- The centre is informed of children who may be supported by other agencies and who may be subject to a child protection plan or identified as in need. However, despite efforts from the centre, social care partners do not always involve the centre in joint working in a timely manner. As a result, only a small amount of outreach work is undertaken and some priority families do not access services at the centre which may help to improve their parenting skills.
- Health partners share all live-birth data with the centre staff, which contributes to the high levels of registration. However, recently introduced referral systems are not fully established, which means that centre staff do not always receive referrals or requests for support from health visitors quickly enough. As a result, some families do not have timely access to services and support from the centre.
- The small minority of families who access outreach support benefit from the services that the centre offers and are referred for specialist support, such as Speech and Language Therapy, as appropriate. Parents benefit from accessing one-to-one parenting support or specialist parenting support from the 'Children and Parents Service' (CAPs) team who provide specific packages of support that focus on an individual's strengths rather than their weaknesses. One parent said, 'The centre has helped me to know how to play with my children.'
- Most three- and four-year-olds access funded nursery places and a high proportion of two-year-olds

take up their entitlement to free early education. However, the centre does not work closely with all the childcare settings or schools that these children attend. As a result, the centre does not know how much of a difference it is making to the lives of these children and it is not systematically involved in helping to improve children's readiness for school.

The quality of practice and services

Requires improvement

- Health outcomes for the area are consistently good. A high proportion of mothers sustain breastfeeding; immunisation rates are high and childhood obesity rates are low. However, tracking systems have only recently been introduced, therefore the centre cannot meaningfully demonstrate that its services are helping to maintain or improve these good health outcomes.
- Overall, children from the area achieve well at the end of the Early Years Foundation Stage. However, the centre does not target its services sufficiently or have strong enough links with schools and childcare providers in the two areas of highest deprivation. This means that it cannot play a part in ensuring that children living in these areas achieve as well as children in the more affluent areas.
- Activities such as 'Stay and Play' provide opportunities for children to explore and learn independently. However, the planning of activities and tracking of children's skills and development are not focused sufficiently on the assessment of children's starting points, capturing their learning or planning for their next steps. In addition, parents do not always have enough information on how they can help their children learn. Consequently, the centre is not yet ensuring that all children are making the progress of which they are capable.
- 'Baby Bliss' sessions are of good quality, very well attended and parents report high levels of satisfaction. Parents of new babies feel welcome at other drop-in sessions which are run together with experienced health professionals; they are able to access confidential advice on such matters as breastfeeding. Parents report that they are enabled to support each other, which helps to combat isolation.
- The centre is well equipped with a range of good-quality resources to support children's learning. Crèche facilities help adults to attend courses. The centre is a safe environment and there is good attention to keeping users safe, through regular advice and signposting to other agencies.
- Through partnerships, such as with 'Manchester Adult Education Service', parents have access to some education and training, although take-up by adults in the area is low. Volunteering is not well established and there is limited access to employability advice and guidance. The progress of adults who are signposted to education and training courses is not monitored well enough. As a result, the centre is not able to demonstrate that these services are helping to improve life chances or leading to paid work, particularly for that small minority living in workless households.

The effectiveness of leadership, governance and management

Requires improvement

- The local authority recognises that its processes have previously not been sufficiently rigorous in monitoring all aspects of the centre's work and it has recently taken action to improve them. This means that the authority and the advisory board were not in a secure enough position to measure fully the performance of staff or the centre's outcomes, including how effectively it is closing the gap for children and families, and reducing inequalities. However, recent action has had a positive impact on improving access to services.
- Self-evaluation is not critical enough and does not sufficiently drive the work of the centre. Data are not being analysed thoroughly to evaluate fully what difference is being made to help to improve the lives of families who engage with the centre's services. As a result, the centre cannot fully measure its success against set short-term targets, or identify what it needs to do to progress and ensure that all of its resources are being used effectively.
- Staff have regular supervision and access to a range of appropriate training courses to develop their skills. However, the frequency and rigour of the observation of activities and services, the monitoring of case files, the checking of other aspects of staff work and the setting of specific individual targets are underdeveloped. As a result, although registration and engagement figures

have improved rapidly, other aspects of the centre's performance have been slower to improve.

- Most parents demonstrate good levels of satisfaction with the centre. They make their views known informally or through completing session evaluations. However, some are not fully clear about how they can make a complaint. The centre has not established a parents' forum and few local parents are represented on the advisory board.
- The recently appointed head of centre undertook a swift assessment of the centre and recognised that too few families were regularly accessing its services. She implemented an effective strategy which has been successful in increasing the engagement of families, particularly those from priority groups. However, the introduction of other initiatives to develop the provision has been slower and, as a result, it is difficult for the centre to demonstrate their impact.
- The safeguarding of children and families meets statutory requirements. At the time of the inspection, the centre was not involved in supporting any children identified as children in need or who may be subject to a child protection plan. Training for safeguarding is appropriate and statutory checks on staff have been carried out.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and, as a result, inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's well-being and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

Children's centre details

Unique reference number	20718
Local authority	Manchester
Inspection number	454016
Managed by	The local authority
Approximate number of children under five in the reach area	795
Centre manager	Nicola Peak
Date of previous inspection	Not previously inspected
Telephone number	0161 860 6039
Email address	n.peak@manchester.gov.uk

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

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

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

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

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

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

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2014





Didsbury Park Children's Centre

Wilmslow Road, Manchester, M20 2RW

Inspection dates	3–4 February 2015
Previous inspection date	Not previously inspected

Overall effectiveness	This inspection:	Requires improvement	3
	Previous inspection:	Not previously inspected	
Access to services by young children and families		Requires improvement	3
The quality of practice and services		Requires improvement	3
The effectiveness of leadership, governance and management		Requires improvement	3

Summary of key findings for children and families

This is a centre that requires improvement. It is not good because:

- The offer of adult learning and training opportunities is very limited. Too few adults access courses to develop their qualifications, well-being, parenting and employability skills.
- The centre does not do enough to track the progress of adults who do attend courses and the impact of this learning on their lives.
- Links with local schools and early years providers are not strong enough to improve on children's learning and their readiness for school.
- Leaders and those in governance have brought about improvements to the quality of practice and services. However, plans for future improvement do not set clear enough targets for development and do not include all of the most important priorities. This makes it difficult for the advisory board to effectively hold the centre leaders to account.

This centre has the following strengths:

- The services provided are of good quality and the centre ensures that those families in most need of support can attend.
- The centre has ensured that almost all families in its reach area are registered with the centre, and most are engaged in centre services.
- The newly appointed manager has a good awareness of the centre's strengths and areas for development.

What does the centre need to do to improve further?

- Develop clearer priorities and targets in action planning in order to drive improvements more effectively and enable the advisory board to better hold the centre to account.
- Develop partnerships with schools and early years providers to ensure continuity in learning and improved school readiness.
- Improve access to services by:
 - increasing opportunities for adults to develop skills in order to improve their well-being, parenting skills and life chances
 - developing further systems to demonstrate the impact of this learning.

Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by two additional inspectors.

The inspectors held meetings with senior leaders, staff members, local authority officers, partner professionals from other agencies, advisory board members and parents. The inspectors visited the 'Stay and Play', 'Jo Jingles' sessions and 'Healthy child drop-in clinic' that took place at the centre.

They observed the centre's work, and looked at a range of relevant documentation including the centre's self-evaluation form, improvement plans, policies and procedures, and children's case files.

Inspection team

Elaine White, Lead inspector	Additional inspector
Heather Hartmann	Additional inspector

Full report

Information about the centre

Didsbury Park Children's Centre is a standalone centre. It opened in 2010 as a purpose built centre and is situated within the grounds of Didsbury Park. Governance is provided by the local authority, along with an advisory board. The advisory board is shared with five other closely located children's centres, Burnage, Chorlton Park, Chorlton Library, Old Moat and West Didsbury. The centre manager is newly appointed.

There are 881 children under five in the reach area, 224 of whom live in the Ladybarn and Pytha estate areas, which are in the 40% most disadvantaged. The remaining areas are in the 70% most disadvantaged. In partnership with other professionals, the centre offers a range of services including health care and information, sessions to help parents support their children's learning and development, and individual advice and guidance.

The area includes families from a range of minority ethnic groups, including an increasing number of Pakistani families. However, the majority of families in the area are White British. Approximately 23% of children live in households dependent upon workless benefits. Most children's skills and knowledge on entry to early years provision are in line with those typical for their age.

The main priority groups assessed in need of the centre's services are identified as: families with children living in the Ladybarn and Pytha estate areas; Pakistani families; families with children who are looked after or who are supported through the Common Assessment Framework and families with children eligible for two-year-old funding.

Inspection judgements

Access to services by young children and families

Requires improvement

- Not enough adults are accessing courses to improve their well-being, parenting skills and life chances. There are no adult courses running at the centre and, although centre staff signpost adults to courses run at the local 'learning hub', few adults access courses.
- Over the last year, the centre's outreach work has been successful in increasing registration and engagement of local families. As a result, most families now access services.
- The number of Pakistani families, families living in the Ladyburn and Pytha estates, those who are looked after or supported through the Common Assessment Framework has also increased and most of these families are accessing services.
- The centre monitors attendance at its services to ensure that places are taken by families who live in the centre's reach area, and that priority is given to families most in need of support.
- Some families in the reach area attend services at another children's centre closer to their home. Centre staff know which services families attend at these centres to ensure that all families are accessing relevant services to meet their needs, including expectant parents.
- The centre works well to ensure that two-, three- and four-year-old children eligible for free early education places take up these places. As a result, most children access their places in good-quality settings.

The quality of practice and services

Requires improvement

- The centre provides a range of relevant services, most of which are open to all families in the area. Adults need to book in advance for most services, and the centre ensures that the families most in need of help are able to attend.
- Sessions provided at the centre such as 'Stay and Play' and 'Baby Massage' are well attended and

are of good quality. Children's learning is tracked and, although still developing, this system ensures that staff build on children's learning and promote their progress well.

- Children generally achieve well at the end of the Early Years Foundation Stage, although achievement is lower in more disadvantaged areas. In 2014, the proportion of children achieving a good level of development was well below the national average in the Ladybarn and Pytha estate areas. The centre does not have strong links with the schools and early years settings in the area to share information and track learning to ensure that all children are well prepared for school.
- Tracking of adult education is in the very early stages and, at present, shows little evidence of positive progress for adults in improving life chances and reducing inequalities. The centre is working more closely with the adult learning service to engage more parents.
- Centre staff provide a good level of support to families and there is evidence of the impact of this on improving lives in terms of reducing isolation, and improving parenting skills. Case files are documented well and families routinely involved.
- Parents make a positive contribution to the development of services. Their views are sought and acted upon and this has resulted in the timetable being adapted to meet their needs. A parent volunteer is involved in the running of a popular 'Baby and Toddler' session.
- Health outcomes for the area are positive, with high rates of breastfeeding, immunisation and healthy weight children in Reception Year. The centre promotes healthy lifestyles through advice given at drop-in clinics and through the weekly 'Little Superstars' physical activity session.
- A positive partnership with health visitors contributes to ensuring that information is shared, registration rates are high and that families attend appointments for developmental checks and immunisation. Health visitors offer children's centre registration forms at all initial post-birth home visits. Centre staff remind parents of their appointments and attend the developmental checks.

The effectiveness of leadership, governance and management

Requires improvement

- The children's centre has experienced changes to leadership and governance since its establishment. There have been several changes of centre manager and the advisory board has been re-established to become a joint advisory board, overseeing six children's centres. This has slowed the rate of progress for the centre.
- The very newly appointed centre manager is an experienced centre manager and has a good understanding of the strengths and weaknesses of the centre. She is fully committed to closing the gap and improving outcomes for families and children and building on the improvements led by the previous manager.
- The centre's action plan targets are not always precise, and plans do not include all of the recognised areas for development, such as the need to develop partnerships with schools. This hinders the rate of improvement and makes it more difficult for the advisory board to effectively hold the centre to account.
- The local authority provides good support in evaluating the centre, and provides clear targets for improving registration and engagement. An external evaluation in February 2014 identified significant weaknesses in the centre's performance. Since then, centre leaders have made improvements to registration, engagement and to the quality and monitoring of services.
- Over the past year, the centre has more accurately identified the families most in need of its support, and has ensured that most of these families are accessing services. As a result, there is some evidence of improvements to families' lives in terms of increased registration and positive outcomes from the centre's involvement with individual families. This contributes positively to closing the gap and reducing inequalities for children and families.
- The advisory board has an accurate overview of how well the centre is doing and how staff performance is managed. It is familiar with the data and knows which areas the centre needs to improve in order to further reduce inequalities for children and families.
- Safeguarding policies and procedures are effectively in place. Staff attend a good level of training and are vigilant in ensuring families are safe at the centre. The centre knows all the children who

are subject to a child protection plan, in need or looked after. Staff work closely with partners to give full support through the use of the Common Assessment Framework.

- Resources are used appropriately to ensure that a suitable range of services for families are provided by staff and partners.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and, as a result, inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

Children's centre details

Unique reference number	20958
Local authority	Manchester
Inspection number	454017
Managed by	The local authority.

Approximate number of children under five in the reach area	881
Centre leader	Nicola Peak
Date of previous inspection	Not previously inspected
Telephone number	0161 434 1601
Email address	n.peak@manchester.gov.uk

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

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

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

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

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

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

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2014

