

# Varna Community Primary School

Chisholm Street, Openshaw, Manchester, M11 2LE

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- School leaders have maintained the outstanding quality of education provided for its pupils since the previous inspection.
- The headteacher's long-standing vision that all pupils fulfil their potential is firmly supported by the governing body. The unfailing commitment from all staff to provide the very best for pupils drives the school's work and underpins pupils' outstanding achievement.
- Excellent management of teaching ensures that pupils make rapid progress in their learning during their time in the school.
- Outstanding leadership in the early years means that children make a first class start to their learning, from below typical starting points. They achieve exceptionally well by the end of Reception.
- Pupils' behaviour and provision for their safety are outstanding. Pupils are extremely proud of their school. They feel safe and supported. Their natural politeness and friendly attitudes contribute greatly to the school's positive ethos.
- Pupils enjoy the uniqueness of their school with its many cultures and traditions. They enjoy learning from one another.
- The quality of teaching is outstanding. Over time it promotes pupils' excellent achievement, both academically and in their personal development.
- Pupils enjoy the challenges that lessons provide. However, written feedback about their work does not always give them clear guidance about how to make it even better.
- Pupils make excellent progress from their starting points. Standards at both key stages are improving quickly. Pupils make rapid progress from whenever they join the school.
- The rich curriculum promotes pupils' spiritual, moral, social and cultural development, and their enjoyment of learning, exceptionally well.
- The school's links with parents and the wider community are very strong.

## Information about this inspection

- Information about learning was gathered from a range of lesson observations and from scrutiny of pupils' work.
- Inspectors discussed the school's work with staff members, pupils, parents, representatives from the local authority and members of the governing body.
- There were insufficient responses via Parent View to form an overall picture of parent support for the school. Those who spoke to inspectors, however, were entirely positive. The results of an internal survey of parents' views were overwhelmingly positive. Also taken into account were 27 questionnaires completed by staff members.
- Inspectors observed the school's work and examined a range of documentation including: national assessment data and the school's assessments; external reports on the school's effectiveness; curriculum information; the school's own view of its work and safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Sandra La Porta	Additional Inspector
Elizabeth Kelly	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- Ethnicity within the school is very mixed. About one third of the pupils are White British and approximately one third are Black African. There are small groups from many other White and Asian cultural backgrounds.
- A significant proportion of children speak English as an additional language when they enter nursery or Key Stages 1 or 2.
- Many pupils start or leave the school outside the usual times.
- The school moved into a new building in 2012. The school roll has increased significantly since the previous inspection.
- The proportion of pupils supported by the pupil premium is significantly above the national average. The pupil premium is additional funding for pupils known to eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- Provision for children in the early years is full time in the Nursery and Reception classes.
- A breakfast club is provided during term-time.

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

- Ensure that all feedback given to pupils consistently reflects the school's marking policy and tells pupils clearly how to improve their work.

## Inspection judgements

### The leadership and management are outstanding

- Pupils are proud to belong to this thriving community school and take delight in their learning. Leaders provide an ethos in which pupils learn safely, without fear of discrimination, and where behaviour and relationships are excellent. Highly effective leadership of teaching and provision of care ensure that all pupils have the opportunities they need as individuals to achieve their best.
- The headteacher's long established and firm vision that the pupils will succeed in school and as future community members is shared very clearly. All staff members maintain the highest expectations and ambition for their pupils. This mindset is not negotiable and its impact is clearly seen in pupils' attitudes and achievements.
- Local authority support is very light touch because there are no concerns about leaders' ability to maintain the high quality currently seen in the school.
- Senior leaders provide excellent support, and at times challenge, for the headteacher to ensure the right plans are put in place. Their leadership roles and accountabilities are shared so that no aspect of the school's improvement is left to chance. They provide first class role models for colleagues with regard to teaching and professional relationships.
- With the headteacher, senior staff manage an extremely robust schedule for checking the school's work. They have an accurate picture of how well it does. As line managers, they check the quality of teaching regularly and follow up any individual issues quickly to ensure that they are resolved. In-school support and training continually deal with whole school issues. Recent mathematics training, for example, has had a very positive impact on teaching and subsequently on achievement in mathematics.
- Middle leaders, responsible for individual subjects, plan a rich curriculum that pupils enjoy. It is enhanced by exciting opportunities to broaden pupil's horizons. Year 6 pupils, for example, are very much looking forward to going to the Lake District for the first time. Leaders arrange special subject days and whole-school projects to add more interest for pupils. In addition, they keep a close eye on pupils' achievement.
- The curriculum for physical education and pupils' well-being benefit from the school's very good use of the primary school sports funding. The school's clear aims for its use are to increase pupils' participation and health, and to raise achievement. Qualified coaches work with pupils and teachers so lessons are more active and varied, and teachers' skills improve. Pupils comment that there is more sport during and after school than previously.
- Pupils' spiritual, moral, social and cultural development is excellent. The teaching of moral and social values has an important place in the school's planning. Pupils share experiences of their own cultures and learn to understand the meaning of tolerance. They learn about British heritage through outings to museums and art galleries. Pupils have a strong sense of right and wrong and know how to behave well in public. They understand that democracy gives them both rights and responsibilities. Pupils are exceptionally well prepared in the social skills and understanding they need to succeed in modern British society.
- School leaders manage the pupil premium funding extremely well and check outcomes. They are very strongly committed to providing equality of opportunity and ensure that spending addresses individual needs. The impact is seen in the rapid progress made by disadvantaged pupils.
- Safeguarding measures are very effective and fully meet statutory requirements. Clear, written guidance is supplemented by a very comprehensive range of staff training. The home-school liaison officer follows up absences and other pastoral concerns sensitively, and maintains the high quality of relationships that parents share with the school. Pupil's attendance is above the national average.
- **The governance of the school:**
  - Governors know the school and its importance within the community very well. They use their knowledge and individual expertise very effectively to set the highest expectations for its success. Governors have undertaken extensive training in their roles. They are familiar with national assessment data, for example, and use this to challenge school leaders on standards. They know what the school does well and provide strong support for it to do better. Governors gain a clear view about teaching quality from information shared by the school and visits they make to classrooms. They fully understand the principles of the school's pay policy and how salaries are linked to teachers' performance. Finances are managed very efficiently to ensure that every pupil has full access to the provision they need to succeed.

### The behaviour and safety of pupils are outstanding

## Behaviour

- The behaviour of pupils is outstanding
- Pupils are excellent ambassadors for the school. They dress very smartly in their school uniforms and arrive on time at the start of the day. Their excellent manners and politeness reflect the respect they always show for the school's exceptionally positive ethos and the values it promotes.
- Almost 200 pupils attend the breakfast club, after which many attend a sporting activity or a group with a teacher to boost reading, writing or mathematics before school begins.
- Pupils' behaviour in lessons and their attitudes to learning are excellent. These contribute very significantly to pupils' outstanding achievement. Pupils are attentive to their teachers, and work very well with each other to clarify their thinking and test out new ideas.
- Pupils work hard. They present their work neatly and are very proud of what they do.
- Behaviour around the school is excellent. Pupils are always mindful of others. Some older pupils take responsibility for making sure that younger ones are safe. Relationships rarely break down and are quickly restored when they do. Pupils manage others' behaviour as well as their own and are not slow to rebuke another pupil if their excellent standards are at risk. What could have led to silliness in the dining room, for example, was quickly halted after a reminder from an older pupil at a neighbouring table.
- Pupils contribute a great deal to the everyday life of the school. Some, who transferred from the old building, can remember having a say in the planning of the new one. They are very proud to see their ideas come to life. The active school council sees that everyone's voice is heard and shows very good initiative in organising fund-raising activities. Pupils have also contributed to environmental projects, such as helping the police to clean up a local tow-path on the canal. Librarians and others make a valuable contribution to the daily routines in school.

## Safety

- The school's work to keep pupils safe and secure is outstanding
- Pupils say that they are always safe in school. They are fully confident that an adult will help them if needed.
- They understand the dangers linked to cyber-bullying and about internet safety. Anti-bullying week makes them aware of other forms of bullying and how to keep themselves safe.
- Pupils enjoy each other's company and regard their different cultures as something to celebrate. They are adamant that there is no bullying, racist or otherwise, in their school, and the same applies to name-calling. They judge their overall behaviour very highly.
- Parents' views and the school's behaviour records support pupils' views about their behaviour and safety.
- Parents appreciate the additional care and safety provided through the breakfast club. One of the spin-offs from the club is that it contributes to pupils' punctuality and to their attendance, which is consistently above average.
- The care of pupils who are considered to be potentially the most vulnerable is exceptional. Staff watch over their welfare very carefully to make sure that their particular needs are met and that their learning is not interrupted.

## The quality of teaching is outstanding

- The impact of consistently high quality teaching over time is clearly seen in pupils' outstanding achievement and the progress they make while in the school.
- Teaching provision is exceptionally well planned. In addition to class teachers, additional teaching staff with specialist skills support individual pupils and groups such as disadvantaged pupils or the most able. This support is provided throughout the day to make sure those pupils progress as far as they can.
- Teaching assistants are a valuable part of the teaching team. They are trained well, and skilled at supporting groups and individual pupils who need specific help with their learning. They work very effectively alongside class teachers. Overall, the teaching of disabled pupils and those who have special educational needs is a particular strength.
- Lesson plans are well thought out. Teachers draw on secure subject knowledge and expertise to ensure that pupils are challenged by whatever they have to do. For example, this was evident in an inspirational music lesson in Year 4 as well as when Year 5 pupils performed impressively on steel drums.
- Evidence from pupils' work shows very good depth to learning in history, geography and science, for example, and highly commendable art work is displayed.

- English teaching results in some exceptional writing throughout the school. Pupils practise their writing skills across the curriculum. Writing of exceptional quality was seen in Year 2, for example, when pupils wrote about Remembrance Day. In Year 5, after excellent preparation for writing stories, pupils used a very thoughtful range of vocabulary and sentence structures when planning their fantasy tales.
- Reading is taught successfully. Texts are well chosen to reflect the ethnic diversity in the school to encourage interest and confident reading. The teaching of reading has been a major focus in the school and increasingly pupils are learning higher skills such as working out what is inferred in texts, rather than just what is written.
- The mathematics curriculum has been adapted well to provide new and greater challenge. Pupils gain a secure understanding of number and how number systems, including multiplication tables, can be used to make problem solving easier. Pupils in Year 1 learned about fractions very effectively and made excellent progress because of the helpful practical resources they were given. Challenges were really well matched to the pupils' abilities in Year 6. Some pupils used their understanding of numbers to work out which method they would use to solve problems. Those who were able solved algebraic problems related to triangles. Pupils are given more time to discuss mathematics, and to improve their use of mathematical language and ability to think through problems systematically.
- The school has recently worked on developing new ways of assessing pupils' work, including the use of feedback to pupils. Adults check pupils' work effectively during lessons to correct misconception and move learning forward. Their written feedback, however, does not consistently follow the school's marking policy. Too often, across all subjects, marking is not sufficiently clear to help pupils improve their work even further.

### **The achievement of pupils**

### **is outstanding**

- From below typical starting points pupils make excellent progress. Their overall achievement by the time they leave the school is outstanding because of the way the school provides for their varying needs.
- The results of the national screening check on phonics (letters and the sounds that they make) in Year 1 in 2014 was slightly above the national average. Currently, more pupils in Year 1 are already working at the expected level. Given the number of pupils who speak English as an additional when they join the school in the early years, and children's overall abilities, this is an outstanding performance.
- Standards at the end of Year 2 in reading writing and mathematics currently in the school are average. This is an improvement on the standards in 2014 when reading was below average. Those reading results reflect the fact that, in that year group, a proportion of pupils joined the school after the early years and spoke English as an additional language. Despite their rapid progress they were not in school long enough to attain the national levels but have caught up in Year 3. Significant proportions of pupils in the current Year 2 are working at the higher Level 3, having made better than expected progress.
- Standards at Key Stage 2 have been consistently average over time but showed an upward turn in 2014 with a particularly good performance in writing. The positive trend has been continued with improvement in all subjects, especially in the numbers who are currently working at Level 5 or beyond.
- Pupils achieve very well in reading. Year 2 pupils are confident readers. They use their knowledge of phonics, when needed, to break down unfamiliar words and understand what they read; they know the differences between fiction and non-fiction. They read regularly at home as well as in school.
- Year 6 readers also make excellent progress. They read fluently and use punctuation well to demonstrate their very clear understanding. They choose suitably challenging books for themselves and have very good attitudes to reading.
- The progress of different groups and individual pupils who join the school at different times, is excellent. Every corner of the school is a learning zone where pupils work with adults to boost their knowledge and skills and close any gaps. Overall, students' progress in Year 6 is exceeding expectations as a result of the progress they have made throughout the school. School assessments show that some pupils who recently joined Year 6 have made the equivalent of two years progress in less than a year because of the school's provision for them.
- Disabled pupils and those who have special educational needs are exceptionally well provided for. In 2014, pupils did considerably better than similar groups nationally. Pupils' needs are identified very early and nothing is left to chance in the teaching they receive, resources provided and the emotional support given. These allow pupils to make rapid gains from their starting points.
- The most able pupils benefit from additional teaching by specialist teachers in English and mathematics. Pupils also attend extra sessions outside lesson time. A system of class action planning identifies the most able pupils and ensures that their progress is closely checked and reviewed regularly. Expectations have

risen, and an increased number of pupils are working at the highest possible level 6 in reading, writing and mathematics.

- Disadvantaged pupils, who are supported through pupil premium funding, attained as well as other pupils nationally in writing in 2014. Disadvantaged students' attainment in reading was broadly the same as others but it was lower in mathematics. Data suggest that disadvantaged pupils were two terms behind in mathematics. When compared with other pupils in the school, the group's attainment was equal to others in reading but lower in writing and mathematics. Again, data suggest that disadvantaged students' writing and mathematics were about two terms behind that of others.
- The school's assessments for the current Year 6 indicate that virtually all disadvantaged pupils have made expected progress so far and more than half have done better than that. Gaps between disadvantaged pupils and others in the school are closing quickly.

### **The early years provision**

**is outstanding**

- When children enter nursery a very high proportion have abilities that are below typical expectations in reading, writing and number work, and in social and emotional development. By the end of nursery, that proportion has changed significantly and a large majority are at a typical stage of development for their age. Children continue to make rapid progress in the Reception class. The proportion who reach a good level of development was similar to the national average in 2014. In the current Reception class, a higher proportion has reached that level. This means that children are very well prepared in all the skills they need for their transfer into Year 1.
- The progress of children supported by the pupil premium is rapid in almost all areas because the specific focused teaching they receive meets their needs exceptionally well.
- The significant proportion of children who speak English as an additional language receive highly effective bi-lingual support that quickly enables them to acquire the language they need to learn as well as others
- Leadership of the early years is outstanding. The leader has a very strong vision for her team who fully share her commitment to the highest standards.
- Teaching is precisely matched to every child's needs. Relationships are extremely supportive and the busy hum of the classrooms does not affect the focus and high quality of teaching groups. The curriculum is broad and exciting and very well resourced. It provides ample opportunities for children to learn both indoors and through active, physical exploration and problem solving outdoors. Children learn from activities which they choose themselves.
- The safety and the well-being of children is given paramount importance. Children's behaviour is excellent and they develop very high levels of confidence and self-esteem as results of excellent nurturing and support they receive from all of the adults who teach them. Parents are welcomed in the early years and are included in 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

<b>Unique reference number</b>	105459
<b>Local authority</b>	Manchester
<b>Inspection number</b>	461581

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Stone
<b>Headteacher</b>	Mr B Madden
<b>Date of previous school inspection</b>	7 November 2011
<b>Telephone number</b>	0161 234 1616
<b>Fax number</b>	0161 231 0214
<b>Email address</b>	head@varna.manchester.sch.uk

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# New Islington Free School

Jersey Street, Manchester M4 6HB

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Outstanding leadership and teaching in the early years results in children having a very secure foundation on which to build. From their starting points, all groups of pupils, including those who are disadvantaged, speak English as an additional language, or are identified as being disabled or having special educational needs, make outstanding progress in reading, writing and mathematics. This is because of the outstanding quality of teaching they receive.
- Pupils' behaviour is impeccable. Pupils have a love of learning. They demonstrate high levels of respect for the wide range of cultures within the school community, which they see as one learning family.
- Pupils feel safe and know how to keep themselves safe, including when they are using online technologies. The school's safeguarding arrangements are effective.
- The school's curriculum provides a wide breadth of experiences for pupils. It empowers pupils to learn, prepares them well for life in modern Britain and for their next stages of education.
- Attendance is high and improving strongly because of the actions leaders take to make learning exciting. Pupils thoroughly enjoy school.
- Governors' professional skills, coupled with the school's meticulous tracking of pupils' progress, allow them to analyse school performance forensically. They recognise the need to further develop the links between the governing body and middle leaders as the school continues to grow in size.
- Senior leaders are passionate and relentless in their pursuit of educational excellence. They have not allowed the barriers presented by the school's temporary buildings, or the development of its new site, to inhibit high quality provision for pupils.
- The school has a very positive reputation in the community: places are in high demand and parents are extremely supportive of what the school does to help their children succeed.

## Information about this inspection

- The inspector observed parts of lessons in all classes in the school. Some of these observations were undertaken jointly with a senior leader of the school.
- The inspector visited all key stages with members of the school's senior leadership team to see the school at work.
- Discussions were held with senior leaders, members of staff, groups of pupils, three representatives of the governing body and the Department for Education's monitoring officer for the school.
- A range of documentation was examined, particularly that relating to school development planning and self-evaluation, keeping pupils safe, and pupils' behaviour and attendance.
- The school's tracking of pupils' progress was checked and pupils' work in books was examined.
- The inspector took note of displays around the school and the work in the outdoor areas.
- The inspector listened to a number of pupils read and explored how children were taught about how letters in words make different sounds (phonics).
- The inspector took note of the 23 responses to the online questionnaire (Parent View), together with a larger sample of responses to the school's own questionnaires completed by parents and pupils. The inspector spoke with a number of parents attending the school's parents' evenings that took place during the inspection.
- The inspector took account of the seven responses to the staff questionnaire.

## Inspection team

John Nixon, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- New Islington Free School opened as a single-form entry primary school in September 2013. It was set up in response to demand from the local community, with support from Manchester City Council and Manchester Grammar School, to fulfil the need for primary school places in the regeneration area of New Islington, a city centre district within Ancoats in East Manchester. The school's vision is built around an ethos of high aspirations for all, the celebration of diversity, a love of language, a special climate for learning and a determination to prepare pupils for their future lives.
- All the teaching staff in the school are qualified teachers. Currently, the school has five year groups: Reception, Year 1, Year 2, Year 3 and Year 4 with a total of 145 pupils. The school is oversubscribed, for September 2015, there were over 70 applications for 30 places.
- Over three-quarters of the pupils are from minority ethnic backgrounds with 24 different ethnic groups represented. These figures are much higher than those seen nationally. One third of pupils speak English as an additional language; at least 16 different languages are spoken across the school.
- The proportion of pupils eligible for the pupil premium is below the national average. This contrasts sharply to the school's indicator of deprivation, which places it within the 20% of areas of highest deprivation in the country. (The pupil premium is additional government funding the school receives to support pupils known to be eligible for free school meals or who are in local authority care.)
- The proportion of disabled pupils and those with special educational needs is close to the national average.
- This was the first full inspection of the school by Ofsted.

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

- Enhance further the direct contribution middle leaders make to monitoring committees so that governors benefit from their expertise and evaluative skills as the school continues to grow in size.

## Inspection judgements

### **The leadership and management** are outstanding

- The Principal and deputy headteacher demonstrate a detailed understanding of what constitutes outstanding teaching and possess excellent communication skills. Consequently, their advice and coaching result in excellent practice among the school's dedicated staff who act together as one cohesive team.
- The Principal, deputy headteacher and school business manager, who form the school's senior leadership team, 'live and breathe' the vision of excellence they hold for the school, which is shared by the staff at all levels.
- Detailed and rigorous monitoring of pupils' progress by senior leaders is exceptionally well managed through a bespoke electronic data management system. This in-house system allows leaders to overcome the challenges in tracking achievement posed by assessment without National Curriculum levels. This system, coupled with regular rigorous checks on the quality of planning and teaching and the scrutiny of pupils' work in books, means senior leaders have an excellent understanding of the relative strengths and weaknesses of the school. The use of evaluative reports from the Department for Education and the local authority, along with the probing challenges of senior educators who are members of the governing body, ensure that the school's assessments of the standards pupils' achieve are accurate.
- The school's development planning is detailed and based upon the findings of rigorous monitoring and careful evaluation of the school's needs. It is clearly linked to leaders' passionate aspirations to ensure continued improvement and sustained excellence as the school grows in size. Leaders also ensure that plans are not inhibited by the potential restrictions of the school's temporary accommodation. Leaders are already planning how to enhance curriculum provision through the development of an 'immersive learning space' in the new building. They are also planning extra enrichment experiences to support pupils' learning so that they are not disadvantaged during the time they are still confined to temporary classrooms.
- Middle leaders, some of whom are new to their roles, are highly effective and demonstrate the shared vision and passion for excellence in the school that characterises senior leaders. All middle leaders have high levels of skill and subject knowledge, reflecting the school's use of a rigorous recruitment process to ensure the right person is appointed for the job, as well as its provision of regular staff training opportunities. Middle leaders regularly share their expertise across the school to ensure the quality of teaching is consistently high. This is clearly seen in the teaching of physical education, where the effective use of extra sports funding allows the subject leader to work alongside teachers in all year groups to enhance their teaching of the subject. The additional funding also allows the subject leader to increase pupils' wellbeing and participation in sport through membership of local sports partnerships that give access to competition, specialist coaches and experiences such as BMX cycling at the National Cycling Centre in Manchester.
- Middle leaders make a highly effective contribution to school development planning through detailed and appropriately focused subject action plans but do not regularly contribute directly to governors' monitoring committees. Senior leaders are aware of the contribution they could make and actions are planned to enhance their links to specific committees so that governors benefit from their expertise.
- The curriculum is broad and balanced; it prepares pupils well for their next stage of education and for life in modern Britain, including having a good understanding of democracy and the rule of law. Pupils gain detailed and insightful understanding of other cultures because the curriculum is well planned and enables them to study concepts in depth using a thematic approach for subjects other than English and mathematics. Rewards such as access to 'Fun on Friday' activities, including knitting or choir, and certificates designed to celebrate personal learning goals at the heart of the school's curriculum, encourage and recognise all types of achievement. One example of this is an award presented regularly by the pupils' eco committee to recognise when someone 'does the right thing' such as picking up litter or turning off surplus lighting.
- The pupil premium is used well to ensure that disadvantaged pupils receive equal opportunities to succeed in the school. Use of the funding has included the provision of additional specialist staff to develop pupils' reading skills, and also enrichment activities including those that cater for the most able and activities such as piano lessons. Leaders and governors track the impact of additional provision through closely monitoring the progress of disadvantaged pupils to ensure the funding has the desired impact on learning.
- The school's relationships with the community are excellent. Parents are overwhelmingly supportive of the school and recognise the quality of teaching and leadership in the school. For example, a number of parents spoken with at a parents' evening taking place during the inspection commented that they found it difficult to get their children to leave the school at the end of the day because they enjoyed it so much. Other parents were very keen to comment about the positive impact the teachers and leaders had on their

children's progress in learning. A very small minority of parents share leaders' and governors' frustrations that the school has not moved into its new permanent home but recognise that this is due to circumstances beyond the school's control. The school communicates very effectively with parents through a variety of means including regular newsletters, its website and SMS text services. Additionally, the school is establishing itself quickly within the local community through the rapid development of links to local businesses and local police officers, who visit regularly.

- This is an inclusive school where pupils from a rich variety of cultures, races, and faiths, work together as one cohesive learning family to achieve highly. Pupils receive excellent spiritual, moral and social education. The core values of respect and tolerance for different faiths, cultures and lifestyles are embedded and modelled by all staff and pupils alike. Leaders seize every opportunity to develop pupils' understanding of other faiths and cultures, for example through the celebration of Chinese New Year and the study of Christianity, Hinduism, Judaism, Sikhism and Islam. Activities such as mock elections help pupils to develop their understanding of British values and, in turn, help to counter the threats associated with extremism and radicalisation.
- The curriculum is broad and balanced and all pupils are prepared well for their next stages of education and for life in modern Britain, including having a good understanding of democracy.
- **The governance of the school:**
  - Governance of the school is outstanding. Governors, some of whom are parents of pupils at the school, share a common vision with leaders and all staff to provide the best education possible for the pupils attending New Islington Free School. They have a deep understanding of its strengths, including the quality of teaching, and its relative weaknesses. This is because they show deep interest in the school's performance and rigorously analyse the information they receive from leaders and other external professionals.
  - Governors regularly visit the school and draw upon their own professional skills to check the accuracy of the information they receive. They provide effective support to school leaders to help them address the increasing challenges they face as the school grows in size and prepares to move to a new site.
  - Governors are fully involved in developing the school's improvement plan. They regularly check that the actions it contains are having the desired impact through rigorous and robust monitoring and challenge levelled at senior leaders. Governors are aware of the impact that additional funding is having on disadvantaged pupils and pupils' participation in sport because of the effectiveness of their monitoring committees.
  - Governors ensure that the school's performance management procedures are rigorous and that they are robustly applied, including by ensuring that teachers' pay awards are directly linked to pupils' progress. Governors clearly demonstrate high expectation of all staff through challenging targets that, for teachers, are linked to the school development plan, the national *Teachers Standards* and pupils' achievement. Governors are fully aware of the procedures in place to tackle underperformance should this ever occur.
  - Governors have a clear and deep understanding of their role. They have taken clear decisions to ensure the school meets their vision of educational excellence, including through the introduction of a thematic international primary curriculum.

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

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils behave impeccably around school. They are calm and ordered in moving purposefully from class to class and in queues at lunchtime.
- Pupils behave well in class and demonstrate a love of learning. They are keen to participate in debates; they show great respect for the views of others and are happy to take risks because of the nurturing environments teachers have established.
- Pupils listen intently to instructions and act upon directions immediately because of well-established and consistent routines. Consequently, they waste little learning time moving between activities.
- Pupils from all year groups demonstrate great pride in their learning and are keen to share what they are doing with visitors. One pupil in Reception gave the inspector a guided tour of the outdoor provision while other pupils in Key Stage 1 displayed great eagerness to show and explain the characteristics and key points of the landscapes they had created for a project involving stop frame animations. One pupil took great pains to introduce the inspector to a character in their 'Star Wars' themed diorama while also

pointing out the earth on the distant horizon.

- Pupils show great respect for adults and each other around the school and are always willing to help. This is particularly the case for pupils who are new to the school or who find learning English as an additional language difficult. Peers who are more proficient in their home language or who have been in school longer are always willing to help translate or make them welcome so that they can achieve. One pupil explained that 'the school is one big family' to which he was 'proud to be a member.'
- Pupils' attendance levels have risen rapidly and are above the national average. Any absenteeism is rigorously pursued and support is provided, or appropriate action is taken. Pupils whom the inspector spoke with said 'we love coming to school because we learn lots and it is fun,' a viewpoint shared by many parents.
- Pupils have a good understanding of what bullying is and the different forms it can take, including online-bullying and that related to race and gender, which they perceive as being different from falling out with friends. They say that bullying is extremely rare and any naughtiness is dealt with quickly and effectively by teachers and other staff. School records show that bullying is extremely rare and that school leaders have procedures in place to closely monitor behaviour to identify and effectively follow up with parents any incidents that may occur.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- The school has robust policies in place that are consistently applied to ensure all staff and visitors are checked for their suitability to work or visit the school.
- The school's site is managed well. The security officer ensures that pupils and their families remain safe, including during the busy times when there is a lot of traffic movement.
- Pupils say they feel safe at school. They are able to clearly articulate how they would stay safe in a variety of situations such as when crossing the road, while they are online, or when using the internet. This is because the teaching of safety is well integrated into the curriculum. Pupils are able to explain about the dangers of the online world because the school has comprehensive e- safety training led by teachers who have all completed specialist training.
- Pastoral care for pupils is outstanding. Pupils feel confident to approach any member of staff if they have a problem. The school has rigorous and robust procedures for dealing with more serious issues sensitively and swiftly; it follows closely all guidance relating to child protection to ensure pupils are safe.

### The quality of teaching

**is outstanding**

- Teaching is commonly outstanding and never less than good; consequently, pupils are highly motivated to participate in learning and make outstanding progress from their starting points.
- Reading, writing and mathematics are taught systematically throughout the school by teachers who demonstrate high levels of subject knowledge and skill. Technology is used highly effectively to stimulate learning and celebrate success. Teachers make inspirational use of pupils' own knowledge and skills in getting them to act as individual tutors for classmates. This is particularly common in mathematics. As a result of excellent teaching, pupils from all groups, including those with special educational needs and the most able, develop deep understanding of concepts and confidently give clear explanations of how to undertake different types of calculations.
- All teachers and teaching assistants demonstrate a deep understanding of the different strategies that can be used to help children who speak English as a second language to succeed in school. This knowledge is used very well to plan activities that remove the barriers to learning presented by a new language while also giving appropriate challenge to match pupils' abilities. Consequently, pupils who speak English as an additional language make outstanding progress
- All teachers and teaching assistants constantly demonstrate high expectations of pupils. Teachers often set challenges that require pupils to show resilience for extended periods of learning and use the skills they have been learning independently to reach expected outcomes. This was seen in the Reception class when one pupil realised that they could tell the time in hours and then continued working on the task for a period of time to check that they had 'got it'. Teachers use technical language frequently and expect pupils to use the same.
- Teachers' strong subject knowledge, particularly in English, allows them to use questions to good effect to probe children's understanding. Pupils are frequently asked to explain their thinking or the reasons behind their answers. This allows teachers to assess their grasp of concepts while also consolidating pupils' knowledge and understanding. Teachers' highly positive relationship with their classes nurtures pupils'



confidence to take risks or make mistakes from which they learn.

- Teachers enhance pupils' abilities to apply the skills they have been taught in English and mathematics by cleverly weaving them into exciting tasks in other subjects. For example, pupils in Year 3 were asked to write witness statements that conveyed facts and opinions about the character of Mr Big Bad Wolf in the case of the *Three Little Pigs*. The outcomes were so convincing that Mr Big Bad Wolf was acquitted of all charges by a jury made up of pupils during his mock crown court trial.
- Teachers' marking and feedback, including verbal feedback, is of a consistently high standard and used effectively to guide pupils to improve their work and achieve high standards. Homework is given regularly and used effectively across the school to enhance the learning that is happening in class. Pupils are keen to share their homework; for example, pupils from different cultures were confident to explain their faith beliefs relating to peace in an assembly.

## **The achievement of pupils is outstanding**

- Accurate and rigorous assessments show that few children enter the school securely demonstrating the knowledge and skills expected for their chronological age. Their skills in communication, language, literacy and number are weak when they enter the school. By the time they leave Reception, all groups of children, including those who are disadvantaged, speak English as an additional language or who are identified as having special educational needs or disabilities, make outstanding progress to reach high levels of achievement. Consequently at the end of Reception in 2014, the proportion of pupils achieving a good level of development was higher than that seen nationally. Children's work and externally validated accurate assessments show that this standard is being maintained.
- At the end of Key Stage 1, nearly all pupils in all groups make better progress than that which is expected of them in mathematics, reading and writing. In 2014, the first year the school undertook statutory assessments, pupils who had been at the school for less than one year made rapid progress from their starting points to reach levels of attainment that were generally in line with those seen nationally in reading and mathematics. Progress in writing was similar to that seen in reading and mathematics but pupils' lower starting points resulted in lower levels of attainment. School leaders have taken effective actions resulting in rapid improvements in pupils' writing. The standard they are now working at is in line with that seen nationally in 2014.
- The rapid rates of progress, coupled with the increasing length of time pupils have been attending the school, is having rapid positive impact on the proportions of pupils who reach the expected and above expected levels of attainment. Current school assessments, that have been externally validated, show rapidly increasing proportions of pupils have made up lost ground to achieve at least the standards expected in reading, writing and mathematics at the end of Key Stage 1. These proportions exceed those seen nationally for the expected and the highest levels of attainment in reading and mathematics and are in line with the national picture for writing.
- The proportion of pupils who reach the expected levels of attainment in the Year 1 phonics check is well above that seen nationally due to the systematic and high quality teaching of phonic skills. Teachers, teaching assistants and pupils themselves frequently encourage other pupils to apply their phonic skills during lessons in other subjects to help identify and pronounce unfamiliar words. Consequently, pupils develop their phonic skills rapidly and quickly gain confidence in reading.
- In Key Stage 2 the progress of all groups of pupils, including those identified as having special educational needs and those who speak English as an additional language, is outstanding. Pupils' work seen in their books and the school's own detailed and accurate tracking of pupils' attainment and progress show that the small gaps between boys' and girls' attainment seen at the end of Key Stage 1 are closing quickly. This is particularly the case in mathematics where nearly all pupils are working at age-related expectations. Increasing numbers of pupils exceed age related expectations because of the high quality teaching they receive.
- The small number of pupils identified as being disadvantaged make outstanding progress to close the gap with their peers in school and nationally. Older disadvantaged pupils in the school achieve better than their peers.
- The most able pupils in school are well-supported and achieve highly. In mathematics, and in some English lessons, pupils move year groups so that they receive the best level of challenge that matches their abilities. Pupils who are the most able are monitored carefully by leaders and the governing body's pupils' progress review group to ensure they achieve the best they can. They are offered additional support as appropriate to ensure they continue their high rates of progress. Consequently, the most able pupils often work at levels above those that are expected for their age. One example of this is where a group of Year 3 pupils demonstrated secure knowledge of equivalence by confidently undertaking difficult

and rapid calculations involving proper fractions, improper fractions and mixed numbers and then explaining their workings to peers in an older year group.

- Pupils read widely and often and make outstanding progress in developing their levels of reading comprehension because of the highly effective teaching of phonics and the way that reading skills are systematically taught during English and consolidated throughout other subject areas. Pupils have a genuine love of books as shown by their eager engagement with the school's recent 'radical reading' competition and are clear in their reasons for the enjoyment of specific genres and authors.
- The few pupils who are identified as being disabled or having special educational needs make outstanding progress. Pupils receive high quality support from teachers and teaching assistants who have been trained to deliver specialist programmes which rapidly develop reading and writing skills. After-school learning clubs, such as 'Mathemagicians' and 'Word Wizards,' impact positively on pupils' progress and their confidence in applying their skills.

### **The early years provision**

**is outstanding**

- The leadership and management of the early years are outstanding. The early years staff demonstrate an excellent understanding of what is required to ensure children entering the early years make the best possible start to their education. They share a clear passion for excellence and put their skills into practice so that children settle quickly to learn extremely well.
- Teaching in the early years is outstanding and leads to outstanding progress for children, many of whom start school with levels of knowledge and skill below those typical for their age. Teachers use their meticulous assessments and evaluations of pupils' learning and information received from parents and carers about children's current experiences and interests to plan activities that interest and engage them in learning.
- Behaviour and safety in the early years are outstanding. The environment is safe and well supervised. Children move safely and sensibly around the school and from one activity to another. They demonstrate impeccable manners and work collaboratively together to help each other succeed, often concentrating for extended periods. Children are proud of their classroom and are excited to show visitors round and share and celebrate what they have been learning. Teachers are very successful in developing children's inquisitiveness and reflective thinking. This was demonstrated by children's eagerness to investigate and quiz the inspector about his visit!
- Children are provided with a stimulating environment in which to learn. Displays are colourful and all activities are easily accessible by children. The school has limited outdoor space at its current temporary location. Teachers, however, make excellent use of what space there is to provide free access to a range of interesting activities. Activities, including those outdoors, such as a performance space and sand and water play contribute strongly to the development of communication and language skills and children's physical development.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	139598
<b>Local authority</b>	Manchester
<b>Inspection number</b>	450105

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maurice Watkins CBE
<b>Headteacher</b>	George Bulman
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0161 205 4733
<b>Fax number</b>	Not applicable
<b>Email address</b>	hello@newislingtonsschool.com

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# Crumpsall Lane Primary School

Crumpsall, Manchester, Lancashire, M8 5SR

**Inspection dates** 12–13 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Leaders' actions to improve the school have not been equally effective in all key stages. As a result, not all pupils are making consistently good progress.
- Too few pupils are well prepared for Year 1 by the end of the Reception Year.
- Pupils' progress in lessons is not always good because work set is too easy for some or too difficult for others.
- The quality of teaching is not consistently good in all year groups. School policies, such as the marking policy, are followed closely in some classes and not as closely in others.
- Pupils' behaviour requires improvement. When the work set is too easy or too difficult, pupils lose interest and do not pay attention.
- A small minority of pupils say that they do not feel safe in school.
- The progress of disadvantaged pupils is not monitored closely enough for leaders and the governing body to be sure that this group is making progress in line with other pupils in school and nationally.
- The school's own evaluation of its effectiveness is not rigorous enough. Leaders and governors do not evaluate the impact of their actions in enough detail.
- Senior leaders have not ensured a rapid pace of improvement and standards have not risen quickly enough, especially in Key Stage 2.

### The school has the following strengths

- Senior leaders and staff have raised standards in Key Stage 1 in reading, writing, mathematics and phonics (the sounds that letters make).
- The school provides good opportunities for pupils to participate in sport at break times and after school in various clubs. As a result, they have positive attitudes to exercise.
- Pupils from a wide variety of cultures learn about each other and celebrate their similarities and differences. They have good opportunities to meet children from other countries and to travel abroad, such as on a recent visit to Turkey. These experiences make a good contribution to their spiritual, moral, social and cultural development.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time including looking at the school's progress data, pupils' work in books and observing lessons.
- The inspectors observed 20 part lessons taught by 15 different teachers and a teaching assistant. Of these, three lessons were observed jointly by an inspector and the headteacher, and two by an inspector and the deputy headteacher. In addition, the lead inspector observed the headteacher and deputy headteacher giving feedback to staff.
- The inspectors met with two groups of pupils, talked to pupils informally at break and lunchtime, and listened to pupils reading. Inspectors observed the teaching of reading through phonics and talked to Key Stage 2 pupils about how the school helps them to read.
- Meetings were held with members of the governing body, including the Chair of the Governing Body. Meetings were also held with senior leaders, subject leaders and teachers.
- The inspectors took account of parents' views from the 14 responses to the online questionnaire (Parent View). In addition, two inspectors talked to several parents prior to the start of the school day.
- Inspectors also took account of the 18 responses to the staff questionnaire completed during the inspection.
- The school's work was observed and the inspectors looked at a number of documents, including safeguarding records, the improvement plan, the school's data for tracking pupils' attainment and progress, external reports from the local authority and teachers' planning.

## Inspection team

Andree Coleman, Lead inspector	Additional Inspector
Ann Marie Dimeck	Additional Inspector
Frances Farnorth	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- Most pupils are from minority ethnic groups and over half speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils is above average. These are pupils supported through pupil premium funding, which is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Children in the early years attend full time in the Nursery and in the Reception classes.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last inspection, the leadership of the school has been strengthened by the appointment of new subject leaders and three assistant headteachers. A new leader for the early years took up her post at the beginning of this term.

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

- Improve the quality of teaching so that it is consistently good by:
  - raising teachers' expectations of the quality and quantity of work that pupils should produce
  - ensuring that activities are at the correct level of difficulty to motivate pupils, including children in the early years, to learn and concentrate well
  - implementing the school's agreed marking policy consistently so that all pupils receive clear guidance as to how to improve their work.
- Raise standards in reading, writing and mathematics at the end of each key stage by:
  - using assessment information about what pupils already know to plan lessons that help them learn rapidly as the result of work that is neither too easy nor too difficult
  - set, review and revise higher targets for pupils' progress and attainment by the end of each key stage, including in the early years
  - give pupils greater opportunities to write at length independently.
- Ensure that pupils' behaviour is consistently good and that all pupils feel safe in school at all times.
- Increase the effectiveness of leadership and governance by:
  - using the evaluation of data, lesson observations and work in pupils' books to evaluate the impact of actions and to ensure that improvement strategies are successful
  - ensuring that the evaluation of the school's performance is used to hold staff at all levels to account
  - closely comparing and analysing the progress of different groups of pupils to ensure that all groups, and especially disadvantaged pupils, are making good progress
  - increasing leaders' and governors' expectations of the rate of improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.



## Inspection judgements

### The leadership and management requires improvement

- Leaders' actions to improve the school have not been equally effective in all key stages. Standards have risen rapidly by the end of Key Stage 1, but not as rapidly in Key Stage 2. In the early years, a smaller proportion of pupils is ready to start Year 1 than is the case nationally.
- Leaders' management of teaching is not effective in ensuring that all teaching is consistently good. Although there is some good teaching in school, it is not evident in all classes. Monitoring to check on the quality of teaching has improved some of the teaching, but not in all classes where this is needed.
- Information about pupils' attainment is collected, but progress data are not collected and analysed frequently to ensure all groups are making good progress. This assessment information is not analysed in sufficient detail for leaders to check if all pupils have equal opportunities to succeed.
- The rapid improvement in standards in reading, writing and mathematics in the end of Key Stage 1 assessments in 2014 and the good progress seen in pupils' books in Year 6 demonstrate that leaders have the capacity to further improve the school.
- Leaders are aware of the need to tackle discrimination and are taking steps to do so. However, the impact of this work has not been evaluated. For example, information about the spending of the pupil premium funding has been shared with governors, but there is little detail about the precise difference this funding has made to the attainment and progress of this group of disadvantaged pupils. The attainment of disadvantaged pupils is variable and in some year groups is lower than for other pupils.
- Targets are set for pupils but they are not always high enough. For example, only about 40% of children in the early years are expected to reach a good level of development, which is the level of skills they need to ensure that they are ready to start Key Stage 1. The national figure in 2014 was 60%.
- The school works hard to ensure that there are mostly good relations between pupils and diversity is celebrated. Pupils mix well and have an appreciation and understanding of the diverse world in which they live.
- Senior leaders and subject leaders are very enthusiastic and keen to improve the school. Subject leaders have developed and implemented a new curriculum in response to changes to the National Curriculum, along with new systems to assess pupils' attainment and progress. The impact of these changes is at an early stage.
- The school's curriculum is broad and balanced, and weekly assemblies promote British values well. Pupils have learned about democracy, the process of election and about how the law protects citizens.
- The school's arrangements for safeguarding pupils are effective and meet statutory requirements. Staff are appropriately trained and there are several senior staff trained as the designated person for child protection. Comprehensive records are kept to ensure that pupils are safeguarded well.
- The primary physical education and sports funding has been spent wisely. Teachers have been supported to develop their skills in teaching physical education and pupils are more enthusiastic participants in sport. The school's evaluation shows that pupils have increased their skills and that teams are more successful in competitions. At break and lunchtime, pupils were observed enthusiastically taking part in team games and activities.
- Since the last inspection, the local authority has monitored the school's performance and has brokered support from another school. The headteacher, governors, leaders and staff have worked with those offering the support and have strived to improve the school. It has improved, but not rapidly enough.
- **The governance of the school:**
  - The governing body has a broad understanding of the school's strengths and areas for improvement but has an over-generous view of the school's effectiveness and pace of improvement, which is too slow. Governors understand the performance management systems and what is done to reward good teaching and tackle underperformance. However, the evaluation and analysis of data, lesson observations and pupils' work in books is not rigorous enough in identifying where the school's actions to improve have been successful or not or in holding leaders and staff to account for the school's performance.
  - Governors are not aware of the degree of inconsistency in the quality of teaching and are not effective in challenging the school to improve. The progress and attainment of various groups of pupils is not carefully evaluated to ensure that the pupil premium funding is effective in supporting disadvantaged pupils.
  - Governors are very supportive of the school, have engaged in improvement work and are keen to help the school improve further.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement because pupils do not always concentrate in lessons. Where the work is too easy or too difficult, they lose interest. In contrast, in lessons where the level of difficulty is just right and the subject matter is interesting, pupils are enthusiastic and show good attitudes to learning. An example of this was seen in a lesson in Key Stage 2 where pupils were writing an information text about frogs.
- Pupils are mostly well mannered and polite, holding open doors and remembering to say 'please' and 'thank you'.
- Pupils have many opportunities to work together cooperatively in pairs and small groups. Sometimes this is very effective, with all pupils participating and playing a part in the activity. At other times, this is less effective as some pupils are reluctant to participate, leaving the work for others to complete.
- Some pupils take great pride in their work and their presentation is of a high standard. They work hard to earn their pen licence, which allows them to write in pen rather than pencil. Not all pupils take great pride in their books and there is not enough guidance from teachers to ensure that presentation improves.
- Pupils understand the different types of bullying, including cyber-bullying. Pupils understand the term 'racism' and say that there are very few racist incidents, but when there are they are dealt with very seriously.
- Most pupils who spoke to inspectors spoke positively about school and said that they enjoyed their learning and activities. Pupils' attendance is slightly above average for most primary schools.

### Safety

- The school's work to keep pupils safe and secure requires improvement. In the school's survey of pupils, a very small minority say that they do not feel safe in school. In discussion, pupils explained that this occurs when not all pupils behave as well as they should.
- Pupils have a good understanding of how to keep themselves safe, including when using the internet. They were able to explain to an inspector what they had to do to use the internet safely.
- Leaders work hard to ensure the school site is secure and there are several adults outside supervising the pupils at breaks and lunchtimes. The pond is very well supervised so that pupils can enjoy this feature of the school grounds safely.

## The quality of teaching

## requires improvement

- The quality of teaching requires improvement and results in some variation in pupils' progress over time in reading, writing and mathematics. Not all teachers have equally high expectations of the quality and quantity of work that pupils are expected to produce. In most books, pupils' work fully meets the objectives that the teacher has set for the lesson. It is neatly presented, with pupils taking pride in their work. However, this is not consistently the case in all subjects and across all classes.
- In some classes, such as in Year 6, pupils have greater opportunities to write at length than in other classes. This helps them to develop their skills by applying their learning.
- In a minority of lessons, the work for pupils is too easy and in others it is too hard. In pupils' mathematics books in lower Key Stage 2, inspectors saw pieces of work which were too easy for the pupils who were in the higher ability group and set at a level for much younger pupils. Teachers collect assessment information about what pupils know and can do already, but this is not used to ensure work is set at the correct level of difficulty to enable pupils to make good progress.
- The school has a comprehensive marking policy, but the extent to which it is followed varies between classes, as does the quality of the guidance given to pupils by teachers.
- Pupils who speak English as an additional language are given support to help them learn to speak English. This is particularly effective in Key Stage 1, as demonstrated by the above average attainment of pupils who speak English as an additional language in reading, writing and mathematics combined in the 2014 Key Stage 1 assessments. The support is less effective in Key Stage 2; in 2014, Year 6 pupils who spoke English as an additional language did not achieve as well as other pupils in the school in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs receive support and intervention from teachers and teaching assistants. The effectiveness varies, with pupils making more progress in mathematics than in reading and writing.
- The teaching of phonics is effective and, as a result, standards are rising as measured by the Year 1 phonics screening test. Pupils in Year 2 who read to an inspector used their phonics skills well to help them read. Pupils in Key Stage 2 who spoke to an inspector expressed positive views about reading and said that the

school helps them to improve their reading skills.

### **The achievement of pupils**

### **requires improvement**

- Pupils' attainment varies between key stages. In 2014, standards by the end of Key Stage 1 were broadly average in reading and writing and significantly above average in mathematics. This was a great improvement on the previous year. Conversely, standards reached in the national tests in Year 6 in 2014 were significantly below average and showed little improvement on the previous year.
- Current attainment is broadly average in Key Stage 1 and Key Stage 2, with pupils working at slightly higher standards in reading and in mathematics than in writing. According to the school's own data, a broadly average percentage of pupils have made the progress expected of them from Key Stage 1 to Key Stage 2 in reading and writing, and an above average percentage have made expected progress in mathematics.
- The percentage of pupils making more than the progress expected of them by the end of Key Stage 2 in reading, writing and mathematics in 2014 was considerably below that of pupils in most schools. The school's current data indicate that the percentages are rising, but are still a little below the 2014 figures for primary schools nationally.
- In 2014, disadvantaged pupils in Key Stage 1 achieved slightly higher standards than other pupils in the school and other pupils nationally. In Key Stage 2, disadvantaged pupils' attainment in mathematics was around one and a half terms behind other pupils in the school but around half a term ahead in reading and writing. Compared with non-disadvantaged pupils nationally, they were around two and a half terms behind in mathematics and two terms behind in reading and writing.
- Disadvantaged pupils' progress is slower than that of other pupils nationally. The school is working with mixed success to close the gaps in the attainment and progress of disadvantaged pupils compared with other pupils nationally.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make similar, variable progress to other groups in school. The effectiveness of the support they receive varies during their time in school.
- The school's current data shows that the percentage of the most able pupils working at a level above that typical for pupils in Year 2 and Year 6 is broadly average at both the end of Key Stage 1 and Key Stage 2. At Key Stage 2, this represents good progress for this group and is a significant improvement on the results in the national tests in reading, writing and mathematics in 2014.
- Pupils' attainment in phonics is rising and has improved over three years. Pupils in Year 1 are working at slightly above average standards in phonics.

### **The early years provision**

### **requires improvement**

- The overall effectiveness of the early years requires improvement because too few children reach the level of knowledge and skill required to ensure that they are well prepared to start Year 1.
- The leadership of the early years requires improvement because expectations for children's attainment and progress by the end of Nursery and Reception are too low. Most children have starting points that are lower than those typical for their age, particularly in communication and language. They make expected progress and a minority make good progress, but this is not always rapid enough to enable them to reach a good level of development.
- Where activities capture children's interest and imagination, such as the climbing frame which had been turned into a pirate ship, children learn well and develop their language skills. Not all teaching and learning activities capture children's interest and imagination as effectively.
- Phonics is taught well, enabling children to learn to read. A greater proportion of children achieve the expected level by the end of the Reception Year in reading than in writing and mathematics.
- Children mostly behave well but where they lose interest in what they are doing, adult intervention is not always quick enough to re-establish their interest and ensure that they do not misbehave.
- Effective arrangements are in place to ensure children in the early years are safeguarded and feel safe. Staff are caring and encouraging in their conversations with children.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	105486
<b>Local authority</b>	Manchester
<b>Inspection number</b>	462318

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Nangle
<b>Headteacher</b>	Sally Barrett
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	0161 740 3741
<b>Fax number</b>	0161 795 1572
<b>Email address</b>	headteacher@crumpsall.manchester.sch.uk

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# Manchester Health Academy

Moor Road, Wythenshawe, Greater Manchester, M23 9BP

**Inspection dates** 28–29 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Academy leaders, including governors, are accurate in their evaluation of the academy's strengths and areas for development. They have successfully generated a culture of high expectations, aspiration, inclusion and care that applies to all who attend the academy.
- Students achieve well across a broad range of subjects. Disadvantaged students make progress that is in-line with their peers and is better than similar students nationally.
- The quality of teaching is good overall and some is outstanding. This leads to students making at least good progress in the majority of lessons.
- The sixth form is good. The curriculum and wider enrichment experiences are appropriate to students' needs and result in good outcomes overall.
- Disabled students and those with special educational needs achieve well because of the outstanding support they receive.
- Students' behaviour in lessons and around the academy is good. They are respectful to adults and to each other. They have a positive attitude to learning and value the wide range of extra-curricular activities that contribute to their outstanding spiritual, moral, social and cultural development.
- The safeguarding of students' health and well-being is outstanding; systems and procedures ensure highly effective support for vulnerable students; and the health-related curriculum helps them understand how to safeguard themselves and others.

### It is not yet an outstanding school because

- Students in the academy and sixth form are not yet making outstanding progress over time. This is because there is not enough outstanding teaching and a minority of teaching requires improvement.
- Too few students develop their knowledge through wider reading.
- A minority of the teaching fails to ensure that the activities in lessons match the needs and abilities of the students well enough to enable them to make good or better progress.

## Information about this inspection

- Inspectors observed teaching and learning across all year groups in a wide range of subjects. They scrutinised the work in students' books.
- Formal meetings were held with the principal, senior and middle leaders, members of the governing body, representatives of the academy sponsors, the Academy's Improvement Partner, teachers, other academy staff and students.
- Informal discussions took place with staff and students in classrooms and around the academy.
- Inspectors took account of the 41 responses to the on-line questionnaire (Parent View) and of the 104 responses to the academy's parent satisfaction surveys held in January and April 2015.
- Inspectors analysed responses from the 40 questionnaires returned by staff.
- Inspectors looked at a range of documentation including the academy's judgements of how well it is doing, safeguarding and child protection records, and data relating to students' achievements.

## Inspection team

Janet Palmer, Lead inspector	Her Majesty's Inspector
Alan Parkinson	Additional Inspector
David Pridding	Additional Inspector



## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

### Information about this school

- The academy was judged to have serious weaknesses in November 2013 and received monitoring inspections from Ofsted in January and September 2014.
- It is a smaller than average-sized secondary school with a small sixth form.
- The proportion of disadvantaged students eligible for support through the pupil premium (additional funding provided to support the education of students known to be eligible for free school meals and those who are looked after by the local authority) is well above average.
- The proportion of disabled students and those who have special educational needs is higher than the national average.
- The majority of students are White British.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- At the time of the inspection, 13 students were placed off site at Manchester Secondary Pupil Referral Unit and one at Edstart.

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

- Increase the proportion of students making more than expected levels of progress by:
  - ensuring all teachers use the assessment of students' prior subject knowledge and skills to plan work that is pitched at the right level
  - systematically using questioning to challenge students' thinking and deepen their learning
  - disseminating the already good and outstanding practice in the academy to realise more outstanding outcomes.
- Enhance students' enjoyment of books so they read widely and often across a range of subjects and to a high standard.

## Inspection judgements

### The leadership and management are good

- The principal and senior leaders have effected a highly successful strategy for improving students' overall outcomes. Clear and robust systems are in place to monitor the quality of teaching and track students' progress. Whenever high expectations are not being met, appropriate and supportive interventions are implemented.
- Effective action has been taken to improve achievement across all subjects and for all groups of students. This has been achieved by improvements to teaching, supported by outstanding levels of care and guidance for students whose circumstances make them vulnerable including disadvantaged students, thus enabling them to access the curriculum and engage well with their learning.
- Middle leaders understand well their role in ensuring good outcomes for their departments and hold their teams to account. Clear and well-focused subject improvement plans make a good contribution to the academy's overall judgement of its effectiveness.
- Pupil premium funding is used imaginatively and effectively. Disadvantaged students make progress in line with their peers and better progress than similar students nationally. As a group, however, they attend less well than their peers. Disadvantaged boys now attend better than others in the academy and students nationally.
- The management of staff performance is robust; links between performance and salary progression are strong. Staff are highly supportive of the academy's leadership. Comments such as, 'There is a massive team ethos and a community feeling within the staff', and, 'I am extremely proud to be a member of staff at MHA', are typical of those expressed by staff during the inspection.
- The extensive range of curriculum subjects and enrichment activities are matched well to students' needs, interests and aspirations. Extended provision for the most able students includes visits from undergraduates, master classes, subject competitions, professionally led arts and sports workshops and business simulations. Students in Year 11 value highly the Saturday Academy which approximately half regularly attend to improve their grades, and the majority of students participate in one or more extra-curricular activity.
- Students' spiritual, moral, social and cultural development lies at the heart of the work of the academy. As a result, students demonstrate high levels of social and cultural engagement and understanding; they are interested in the wider world, are respectful of people's differences, and enjoy making a positive contribution to the life of the academy. Visits to the battlefields of Belgium, Auschwitz and climbing Mount Kilimanjaro are among a range of activities that have supported students' global and historical awareness.
- Safeguarding, particularly of the most challenged and disadvantaged students is outstanding. Staff in the safeguarding and inclusion teams work together closely to ensure no stone is left unturned when it comes to protecting and supporting a child, including those who are educated off site. Students who had previously been poor attenders or had been excluded from the academy spoke very highly of the pastoral staff who they said, 'never gave up on them'.
- Attendance figures have improved over time and are now in-line with national figures including for students with disabilities and those with special educational needs. The behaviour, attendance and achievement of students who are educated off site are closely monitored and swift actions are taken should problems arise.
- A very large majority of parents and carers who responded to the on-line survey agreed that the academy is well led and managed and would recommend the academy to another parent.
- Careers education, information, advice and guidance are very strong, enabling students to make appropriate choices regarding their next steps. Students are encouraged to be aspirational and many benefit from the placement opportunities afforded by the partnership with academy sponsors. As a result, the proportion who move on to employment, education or training is very high.
- **The governance of the school:**  
Governors share the principal's vision for the academy. They have a strong grasp of its strengths and understand where it needs to develop further. They are proactive in the life of the academy, are well-informed, skilled and experienced, and therefore able to provide an effective challenge to the leadership. They have a good understanding of the academy's finances, and a sound knowledge about the quality of teaching and its links to salary progression.

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

**Behaviour**

- The behaviour of students is good. Lessons are rarely disrupted by poor behaviour because it is swiftly dealt with by the effective 'on call' removal system so learning is not interrupted. Rewards and sanctions are valued by the students who appreciate that they are applied fairly and consistently.
- Attendance is improving and exclusions are falling. No students have been permanently excluded.
- Students are polite and considerate. Relationships with staff are good as are attitudes to learning. Students respect the academy environment and there are no incidences of litter or graffiti.
- Students say that bullying and derogatory name-calling is very rare, both inside and outside the academy grounds and that systems are in place to tackle and prevent it if it occurs. However, some students and teachers stated that a limited amount of bullying using mobile phones and computer devices takes place outside of the academy, particularly between girls.
- The great majority of parents and carers who responded to the on-line survey are of the view that students are well behaved.

**Safety**

- The academy's work to keep pupils safe and secure is outstanding.
- All staff undertake regular safeguarding training including for issues such as child sexual exploitation, female genital mutilation, forced marriage and radicalisation.
- Staff engage very effectively with a range of support agencies to ensure that all students, and in particular the most vulnerable, are closely monitored and supported for their safety and well-being.
- Rigorous systems are in place to speedily follow up any absence and to reintegrate poor attenders back into the academy. This has resulted in a re-engagement with learning for a number of previously disengaged students.
- The health curriculum plays a crucial part in helping students understand how to safeguard themselves and others. For example, all learn about issues such as consent and child sexual exploitation, how to stay safe on-line and how to prevent racist, homophobic and transphobic bullying. Students have a mature understanding of safeguarding issues. They understand appropriate and inappropriate behaviour and who to go to for help and advice.

**The quality of teaching is good**

- The impact of teaching on students' learning over time is good, including for disabled students, those with special educational needs, and those who are vulnerable or disadvantaged.
- Relationships in the classroom are good; students arrive ready to learn and lessons begin promptly.
- The majority of teachers understand well students' prior knowledge and skills in the subject and set work at appropriate levels. However, a minority of teachers do not ensure that the activities in lessons match the needs and abilities of the students well enough to enable them to make good or better progress. In some cases the work is too easy and in others too difficult.
- In lessons where students make good and outstanding progress the teachers often use questioning very effectively to inspire students to think more deeply and respond more thoughtfully. These teachers also help to develop students' verbal skills by encouraging them to use subject-specific vocabulary when answering questions. In the weaker lessons teachers tend to ask fewer, less challenging questions.
- Teaching assistants are deployed well to support students' learning and help them to make good progress.
- The impact of teaching on students' good outcomes is enhanced by the very effective communications between pastoral and academic staff. Teachers are routinely informed of any incident or change in a student's personal circumstances that may impact on their learning, so that this can be appropriately planned for.
- The Year 7 catch-up premium is used very effectively to support a range of interventions to improve literacy and numeracy. This includes development of the academy library, the 'get caught reading' programme, and the appointment of a literacy coordinator. The funding also supports work across the curriculum and in tutorial time. Academy tracking data show a positive impact on the reading ages of students eligible for the premium and an improvement in their numeracy scores. However, too few students develop their knowledge and understanding through wider reading in their own time, particularly older students.
- The quality of marking and feedback is good. Work is consistently marked for spelling, punctuation and

grammar and students are given guidance on how to improve their work further.

### **The achievement of pupils** **is good**

- Students enter the academy with attainment that is well below the national average. At the end of Year 11 attainment is close to national averages overall and in English and mathematics. This indicates that students make good progress from their starting points.
- Students make good progress in the majority of lessons across a wide range of subjects and their books show that standards of work and presentation have improved and are now good.
- In English and mathematics students make securely good progress in all year groups.
- Appropriate curriculum options and very effective support systems for students with disabilities and those with special educational needs ensure that they make good progress.
- Disadvantaged students achieve well and although an attainment gap remains between these students and their peers, it is narrowing. In English the attainment of disadvantaged students improved to just under one third of a GCSE grade lower than others nationally and just under half a GCSE grade lower than others within the academy. In mathematics, the attainment of disadvantaged students improved to one GCSE grade lower than others nationally and one GCSE grade lower than others within the academy.
- The most able students make levels of progress in-line with similar students nationally. Academy data indicate a marked improvement in the proportion of students making better than expected levels of progress in mathematics and English.
- Monitoring data show that students who are educated at off-site alternative provision make expected levels of progress in relation to their starting points.

### **The sixth form provision** **is good**

- Students achieve well in the sixth form because teaching is good overall and curriculum provision meets the needs of those who choose to stay on at the academy. Retention rates sometimes dip due to the challenges students face outside of the academy but students appreciate the lengths the staff go to to keep them on board and the flexibility they offer to enable them to return and succeed.
- Disadvantaged students perform well due to the excellent support they receive. Additional lessons are timetabled for those who have yet to attain a grade C in GCSE English and mathematics. Success rates are good with only one student leaving the sixth form in 2014 without a C grade in both subjects.
- Teachers demonstrate good subject knowledge and vocational experience. They have high expectations of what their students can achieve. Students rise to the challenge, act with maturity in lessons and take advantage of the many and varied enrichment activities on offer.
- An extensive programme of personal, social, health and economic education ensures that the students have a good awareness of the potential risks to their health and well-being and how to manage them.
- Leadership of the sixth form is good and supported by senior leaders across the academy. The quality of teaching and learning is monitored effectively and swift actions are taken to remedy any signs of underperformance or underachievement through targeted support.
- Students are very well prepared for the next steps in their education, training or employment. Careers education, information, advice and guidance are impartial and comprehensive. As a result, students select appropriate courses in the sixth form and are well-informed of their post-16 choices and how to access them. Enrichment activities such as vocational placements, overseas trips, the Three Peak Challenge, and a wide range of visits and visitors help to broaden the students' experiences and enhance their future opportunities.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	135875
<b>Local authority</b>	Manchester
<b>Inspection number</b>	462632

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	563
<b>Of which, number on roll in sixth form</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cain
<b>Principal</b>	Damian Owen
<b>Date of previous school inspection</b>	6 November 2013
<b>Telephone number</b>	0161 998 3992
<b>Fax number</b>	0161 998 5144
<b>Email address</b>	admin@manchesterhealthacademy.org.uk

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# Cedar Mount Academy

Gorton Education Village, 50 Wembley Road, Gorton, M18 7DT

**Inspection dates** 29–30 April 2015

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

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- The academy's overall effectiveness has declined since its last inspection.
- Students' achievement is inadequate and progress is highly variable across the academy. Students' attainment and progress have not met government expectations since the academy opened. Some students in Year 11 in 2014 left the academy without any GCSE qualifications.
- The quality of teaching is inadequate. Work set does not match students' needs and abilities and expectations are low. This leads to students making inadequate progress.
- Students' behaviour is inadequate. Attendance is low and shows little sign of improvement.
- In lessons, a significant minority of students slow the learning of others and this leads to students' inadequate progress over time.
- The academy's work to keep students safe requires improvement. Some students are often absent from the academy and this potentially affects their safety.
- Leaders' assessment of teaching is overly positive.
- Leaders are not effective in checking on the impact of the academy's work with disadvantaged students. As a result, these students underachieve.
- The curriculum fails to meet the needs of students or prepare them well for the future. Students' spiritual, moral, social and cultural development is not progressing well.
- Poor skills in reading, writing and mathematics are not tackled systematically across the academy, including in different subjects.
- Governors and sponsors have too readily accepted academy leaders' overly positive assessments of students' progress. This has prevented them holding the academy to account for students' achievement and the quality of teaching. Governors have not ensured that they fulfil all of their statutory duties.
- The academy's ability to improve is not secure. Plans for improvement are weak. Many leaders are new to the academy, including the Principal, and they have not overcome the inadequacies inherent in the academy, particularly in terms of teaching and students' achievement.

### The school has the following strengths

- At times, students learn well and behave well when interesting work is set.
- The academy's procedures for the protection of the most vulnerable students are good.
- The new Principal is taking decisive action in an attempt to improve the effectiveness of the academy.



## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with the leaders of the academy.
- Inspectors spoke with two groups of students about their learning in lessons and their safety in the academy. They also spoke informally to other students around the academy and listened to a few students reading.
- Inspectors held meetings with the Chief Executive of the Trust and the Director of Secondary Education for the Trust, with academy staff, including middle and senior leaders. A senior leader from Melland High School joined one meeting. Inspectors had a telephone conversation with the Chair of the Governing Body and an additional discussion, on the telephone, with the Director of Secondary Education for the Trust to clarify issues not covered during their initial meeting.
- Inspectors also looked at the academy's review of its own performance, its development plan, academy policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students' work in lessons and also analysed samples of students' work in exercise books and files.
- There were too few responses to the on-line questionnaire, Parent View, for inspectors to analyse.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Judith Tolley	Additional Inspector
Marcia Harding	Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Cedar Mount Academy opened in 2012, sponsored by the Bright Futures Educational Trust.
- The academy is much smaller than the average-sized secondary school.
- There are more boys than girls in the academy.
- The proportion of disadvantaged students known to be eligible for support through the pupil premium is high, it is over twice the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Two-fifths of students are White British and approximately one in 10 is from each of Pakistani, African and other White backgrounds. There are several other minority ethnic groups represented in smaller proportions.
- The proportion of students who speak English as an additional language is well-above average.
- The proportion of disabled students and those who have special educational needs is well-above average.
- There are two alternative providers of education used by the academy for a small number of students who study for the full week off site. They are the Leo Kelly Hospital School and the Manchester Secondary Pupil Referral Unit (PRU).
- The proportion of students joining or leaving the academy at other than the usual times is well above average.
- The academy does not meet the government's current floor standards, which are the minimum expectation for students' attainment and progress in English and mathematics by the end of Year 11.
- The academy shares a building with Melland High School, which caters for students between the ages of 11 to 19 who have diverse special educational needs. This provision is subject to separate inspection arrangements. Reports of these inspections can be found at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).
- The Principal has been appointed since the previous inspection and took up post on 1 September 2014. There have been significant changes in leadership and staffing since the previous inspection.

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

- Improve the quality of teaching so that it is at least consistently good and enables students to achieve well by ensuring that:
  - work set matches the needs and abilities of all groups of students and is adjusted appropriately if they are not making good progress
  - there are consistently high expectations of what students can achieve
  - all students are engaged in their learning at all times and they are making good progress
  - teachers' marking provides students with subject-specific advice to help them to improve their learning and staff require students to respond to the advice
  - questioning is used skilfully and is appropriately challenging to check the understanding of all students in order to ensure good progress
  - opportunities for students to develop their reading and writing skills in subjects other than English are swiftly developed and students have opportunities to apply their mathematical skills effectively across a range of subjects
  - the work of teaching assistants is checked carefully to ensure they are supporting students in making good progress.
- Improve students' behaviour and safety by developing effective practices to:

- urgently reduce the number of students absent from the academy, including those regularly absent, so their safety is assured and overall attendance across the academy is at least average
  - make sure all students arrive at the academy and to their classes on time
  - eradicate persistent low-level disruption and instances of misbehaviour so that learning improves
  - ensure that all students take pride in their work
  - ensure the academy's procedures for the management of students' behaviour are consistently applied by all staff.
- Rapidly improve the impact of leadership and management at all levels, including governance, by:
- ensuring governors meet all of their statutory duties
  - ensuring there are effective programmes for the development of students' spiritual, moral, social and cultural understanding that impact well on the behaviour and attitudes of all students
  - eradicating inadequate teaching and improving that which requires improvement
  - ensuring continuity of staffing for all students
  - developing effective plans for improvement that have sharply focused actions with precise measures of success
  - holding teachers and leaders to account through effective performance management
  - ensuring that the impact of actions to help disadvantaged students is checked thoroughly to ensure these students are making good progress in all subjects and attend well
  - ensuring all leaders, especially subject leaders, focus effectively on the progress and behaviour of all groups of students including disabled students and those who have special educational needs
  - making sure all leaders check the quality of teaching accurately and link it securely to students' progress
  - ensuring subject leaders take swift action to ensure there is consistent and effective use of academy policies so that students' behaviour and the quality of teaching improve
  - developing effectively students' skills in reading, writing and mathematics across a wide range of subjects
  - ensuring governors and sponsors hold the academy rigorously to account for the quality of teaching and students' achievement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- The Principal, senior leaders and governors have high expectations and are ambitious for students. However, in the time since the academy opened in 2012, leaders have not delivered the rapid improvements necessary to tackle its inherent weaknesses. Consequently, the overall effectiveness of the academy is inadequate.
- Leaders' evaluation of the academy's performance is overgenerous and does not give a clear picture of the urgency for improvement. Plans for improvement are weak. They do not focus sharply enough on the key actions required to improve the effectiveness of the academy. Measures to judge the success of actions are vague and lack precision. These aspects limit the capacity for the academy to improve.
- Due to a lack of precision and skills, leaders do not consistently judge the quality of teaching accurately and this is shown in academy records. The academy has managed many changes to staffing but lack of continuity in staffing still results in students' slow progress.
- The Principal has taken decisive action to strengthen leadership and has attempted to improve the quality of teaching. Recently, senior leaders and middle leaders have been appointed and there has been a reorganisation of some aspects of leadership. Middle leaders have been appointed to focus on the progress of each year group. The impact of these new appointments and reorganisation is unclear in terms of improvements in teaching, behaviour and achievement.
- Subject leaders are ineffective as they have not successfully tackled inconsistencies in the use of the academy's policies. In particular, marking and behaviour policies are not consistently applied across and within subjects to ensure that the quality of teaching and achievement is improving rapidly. They appreciate opportunities to share best practice with other colleagues in the academy's teaching and learning communities.
- The system for performance management of teachers is not thorough. Targets for improvement lack precision. As a result, it is unclear how teachers and leaders are held to account effectively.
- The curriculum is ineffective. As a result, students, including those who left the academy at the end of Year 11 in 2014, underachieve. Inadequacies in reading, writing and mathematics have not been tackled urgently and systematically by leaders, although work has now started to improve students' reading skills.
- A programme for careers education and guidance is in place for all students. Students receive impartial advice and guidance.
- Leadership has established good systems to link with off-site providers to check on the progress, attendance, behaviour and safety of students.
- Over time, the academy's work to secure students' spiritual, moral, social and cultural development is ineffective. The academy is developing its work with a focused week on cultural diversity contributing well to students' understanding of different faiths and religions. The academy provides opportunities for students to learn about life in modern Britain and about democracy and the law. Even so, leaders do not check effectively the impact of this work across the academy. The academy has much to do to ensure it is developing good relationships across the academy and tackling discrimination effectively.
- Leaders are not focusing sharply enough on checking the effect of their actions to raise the achievement of disabled students and those who have special educational needs. The academy does not ensure equality of opportunity for these students.
- Over time, the use of additional government funding has not been effective. Disadvantaged students underachieved in 2014 in their external examinations. Leaders have subsequently introduced a new mentoring system alongside other support available for disadvantaged students. The academy's assessment information shows that currently, these students are doing well in English, although not in mathematics. Disadvantaged students are on track to achieve better outcomes by the end of Year 11 in 2015 than their peers in the 2014 cohort.
- Leaders ensure that there are good arrangements for safeguarding and child protection which meet requirements. Staff are vigilant and leaders follow up concerns tenaciously to ensure students' safety.
- Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers.
- The Trust has too readily accepted leaders' evaluation of the work of the academy. This has led to underachievement being left unchallenged. Since September 2014, Trust members have taken decisive action to assist the academy to improve. However, these actions have not resulted in rapid improvement in achievement for all students, as the quality of teaching and students' behaviour is highly variable.
- **The governance of the academy:**
  - Governors have not been diligent in holding the academy to account for underachievement. Over time, their work has been ineffective. They have too readily accepted inaccurate information about students'

achievement and this has inhibited their ability to take effective actions to improve the academy's performance. Governors have received training on how to interpret the academy's data and achievement information. Some governors are confident in comparing students' achievement data with local and national achievement measures. Governors link with subject leaders to ascertain the quality of teaching and achievement. They have appointed new leaders to the academy to support the Principal's drive for improvement.

- Governors are clear about how a teacher's performance links to pay and know what is happening to tackle underperformance. Finances are checked effectively. Governors know how the academy is using the additional government funding to support disadvantaged students. However, they are not clear about the impact this funding is having on raising achievement for these students across the academy. Governors do not fulfil their statutory duty to publish the impact of this funding for the previous year on the academy's website. They work well with leaders to ensure that the statutory requirements for safeguarding are met.

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

### **Behaviour**

- The behaviour of pupils is inadequate.
- Students' attendance has dropped since the last inspection and is now low. It is not improving strongly and it is especially low for students in Years 9 and 10. This was reflected in students' overall attendance during the two days of the inspection which was also low.
- Students' attitudes to learning are highly variable. When teaching is not good, students sometimes misbehave and the pace of learning is slowed. Academy records confirm that students' behaviour causes interruptions to lessons and this was also seen by inspectors. When the quality of teaching is good, students behave well and make a good contribution to their learning as they are interested in the work and it is well matched to their needs and abilities.
- Inspectors noted that lessons are interrupted by students arriving late. Students' punctuality to the academy and to classes leads to a loss of learning time.
- Students' presentation of their work is inconsistent. There is some well-presented, accurate work but this is not consistently the case. Students' lack of care with their work slows their progress and is not helping to improve writing skills.
- The new Principal introduced a 'no tolerance approach to misbehaviour' and this led to permanent exclusions and fixed term exclusions, in the autumn term 2014, that were well-above average. However, there have been no permanent exclusions in the spring term 2015 and fixed term exclusions have reduced by half, although they remain above average. Students say that behaviour has improved due to the actions taken by the new Principal.
- The use of the academy's 'internal exclusion unit' is helping to reduce external exclusion from the academy. An inspector saw students working well in the unit and focusing on the tasks set for them.
- Around the academy, students are generally well behaved and respond well to visitors.
- A small number of students are taught at off-site provision for the whole of the week. Leaders have established procedures with the provider to ensure students are well behaved and most students attend well.

### **Safety**

- The academy's work to keep students safe and secure requires improvement.
- Some students are often absent from the academy and this has the potential to impact on their safety. The academy recognises this risk and uses a range of strategies to check that students are safe. For those who are regularly absent, there are home visits, the use of education welfare officers and regular contact with parents whenever possible. There is further work to do to reduce the number who are absent and so ensure their safety.
- Almost all students said they felt safe in the academy. Students say they have a clear understanding of internet safety and what to do should issues arise. For example, those having experienced cyber-bullying, outside of the academy, report it and swift action is taken involving the police when necessary.
- There are well-developed links with off-site providers to ensure students are safe.
- Arrangements to support students whose circumstances make them most vulnerable are good. Staff are vigilant and there is an effective system for reporting concerns. The academy links well with other agencies and is persistent in ensuring a quick response to safety matters.

- Students are clear about what constitutes bullying, including prejudice-based bullying. Bullying has reduced and is much less prevalent than at the start of the academic year. However, there have been occasional examples of racism and other types of bullying in the academy this year. Students told inspectors they are safe in the academy and are confident that the academy leaders do not tolerate bullying and take firm action when it occurs.

### **The quality of teaching**

### **is inadequate**

- Teaching is highly inconsistent across the academy. Students underachieve due to the impact of many temporary teachers and overall weak teaching over time.
- Expectations from teachers of what students are capable of achieving are too low. The quality of work accepted from students is often not good enough and results in students making slow progress and underachieving. This is not encouraging students to strive to attain higher standards and improve their progress.
- Work set across the academy does not meet the needs and abilities of students and results in students making slow progress. This lack of progress goes unnoticed by some teachers and leaders. The pitch of work is not adjusted appropriately to get the best out of all groups of students. The academy's achievement information is not used well enough to set appropriately challenging work for all groups of students. This leads to students' underachievement over time.
- Teachers' marking of students' work is very inconsistent. There is some good marking of work and helpful comments that students act upon, particularly in some English books. However, there is much work that is not marked effectively across subjects and many examples where students are not provided with useful advice. When marking is weak, students do not respond to improve their work and consequently their rate of progress slows.
- In subjects other than English, there are insufficient opportunities for students to develop their reading and writing skills. Mathematical skills are not strengthened through the effective application of these skills in other subjects.
- The quality of questioning is inconsistent across the academy and is not used skilfully by teachers to involve students in their learning. Often it is not used well enough to assess what an individual student understands. Too often, an individual student responds to a question but other students do not have the chance to contribute their knowledge or views. Consequently, teachers are often unaware of the depth of knowledge and understanding of their students.
- Teachers do not manage students' behaviour consistently well and do not apply effectively the academy's policies for behaviour. For example, students are not consistently challenged when they are late to class, and occasionally they can be considerably late. Also, misbehaviour is not always managed swiftly and it then disrupts the learning of other students.
- Teachers do not deploy teaching assistants effectively to ensure that all groups of students make at least good progress. Their work is not checked effectively to help them to support students better.
- There are pockets of good teaching where students are motivated to play a full part in activities, are enthusiastic and work is set at the right level. At these times, progress is good and students move forward quickly in their learning.

### **The achievement of pupils**

### **is inadequate**

- Achievement is inadequate as weak teaching over time results in students underachieving. Attendance is low and is also a contributory factor to students' inadequate progress.
- Students enter the academy with standards that are well below average. They make inadequate progress and standards remain low across the academy.
- Since the opening of the academy, students' progress and the standards they attained have been below the government's minimum expectations. In 2014, the proportion of students making expected progress was well below average in both English and mathematics. Overall progress across subjects was also well below average. Some students left the academy having achieved no GCSE qualifications at all.
- In 2014, students in Year 11 did not achieve their academy targets in English and mathematics. Leaders state, and inspection evidence confirms, that progress has accelerated for students in Year 11 in both English and mathematics this year. The academy's data indicate that it is currently on track to meet the government's minimum expectations for attainment and progress in English and mathematics in 2015.
- Inspectors reviewed a large amount of work in students' books during the inspection. This included a

small sample chosen by leaders and inspectors. Work completed by students varies considerably in quality. Some students do as well as they should, while others do not make at least expected progress due to the poor quality of teaching they receive. This high level of variability is an indicator of the overall inadequate achievement of students.

- Since the previous inspection, students leaving Year 11 in 2014 underachieved in Spanish, made broadly expected progress in science and achieved well in history and geography. Overall, across their best eight subjects, students' achievement was inadequate.
- There are no significant differences between the achievement of boys and girls; both underachieve considerably.
- The most able students do not do as well as similar students in other schools. This is because the work set for them lacks challenge and teachers' expectations are too low. As a result, the most able do not attain highly or make good progress.
- The academy does not use early entry to GCSE examinations.
- The few students studying at alternative provision make less progress than expected of them in both English and mathematics.
- Students who speak English as an additional language are given effective support to help them settle into the academy. This is through a structured induction programme. In the past, these students have achieved well and better than other students. However, at present, their progress varies across the academy according to the quality of teaching they receive.
- In 2014, disadvantaged students underachieved and made much less progress than non-disadvantaged students both in school and nationally. Gaps in attainment widened in English and narrowed slightly in mathematics in comparison to non-disadvantaged students nationally. Disadvantaged students, at the end of Year 11 in 2014, were almost two GCSE grades behind non-disadvantaged students nationally in both English and mathematics. In GCSE mathematics, their standards were equally low when compared to non-disadvantaged students in the academy. In English, disadvantaged students were half a GCSE grade behind non-disadvantaged students in the academy and attainment was low.
- The academy's current progress data indicate that disadvantaged students in the present Year 11 are making better progress than non-disadvantaged students in English but slower progress in mathematics.
- Disabled students and those who have special educational needs make less progress than other students in the academy. Leaders do not focus well on the progress of these students. Work set does not meet their needs and abilities effectively. The academy has provided training for staff to raise their awareness of the barriers to learning these students face. Leaders are systematically researching what needs to be done to help these students do better. At the time of the inspection, there was no measurable impact evident of the training and research.
- The academy is beginning to focus its efforts on improving reading. Some form time is provided to allow students to read more widely and additional support has been provided for weaker readers. Inspectors listened to a few students reading and found that they could read the text clearly but could not always fully understand its meaning. Students told inspectors that there are few opportunities to read in a wide range of subjects and inspectors also observed this. The academy's leaders are clear that poor reading inhibits students' learning and that this has not been successfully tackled.

## What inspection judgements mean

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



## School details

<b>Unique reference number</b>	138097
<b>Local authority</b>	Manchester
<b>Inspection number</b>	452010

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	571
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Josephine Purcell
<b>Headteacher</b>	Pat Rice
<b>Date of previous school inspection</b>	30 April 2014
<b>Telephone number</b>	0161 248 7009
<b>Fax number</b>	0161 231 1831
<b>Email address</b>	<a href="mailto:office@cedarmount.manchester.sch.uk">office@cedarmount.manchester.sch.uk</a>

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# Manchester Creative and Media Academy

300 Victoria Avenue East, Blackley, Manchester, M9 7SS

**Inspection dates** 12–13 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Students underachieve in a range of subjects, including in English and mathematics. Given their starting points, the standards students reach by the end of Year 11 are too low and well below the national standards.
- Although improving, the proportion of students making the expected rate of progress is lower than nationally expected. Most groups of students, including the disadvantaged, disabled students and those with special educational needs, fail to make sufficient progress.
- Gaps between the achievement of disadvantaged students and others in the academy and nationally, are closing but still remain too wide. Governors do not hold leaders to account for ensuring the pupil premium is used effectively.
- Students' underachievement reflects inadequate teaching over time. Teachers' expectations of what students can achieve are too low. Work often lacks challenge and fails to interest and engage students in learning. The quality of teaching is improving but remains inconsistent.
- Some students have poor attitudes to learning and ignore teachers' instructions. As a result, learning is disrupted.
- Attendance is low. Too many students are regularly absent and arrive late to lessons.
- Students' safety requires improvement. Some older students have gaps in their understanding of how to stay safe in relationships.
- Some leaders' roles are at an early stage of development; some pastoral and subject leaders require further support and training in order to play a more effective part in improving the quality of teaching and students' achievement.
- Leaders have yet to ensure that the academy's policies, aimed at improving the consistency of teaching and promoting good behaviour among students, are adhered to by all staff.
- Sixth-form provision requires improvement. Students make the expected rate of progress in their courses; however, teaching is not yet consistently good enough to ensure they achieve well.

### The school has the following strengths

- The Principal has high aspirations. Most staff and governors are clear about what is needed to improve teaching, students' achievement, behaviour and attendance. There is evidence of some improvements in the key areas of teaching and achievement, which demonstrate that the academy has the ability to continue to improve.
- Standards in the current Year 11 are now much higher than in previous years and the proportion of students making expected progress has increased.

## Information about this inspection

- Inspectors observed teaching and learning in lessons across a wide range of subjects and year groups between Years 7 to 11; some observations were undertaken jointly with senior leaders. Inspectors also attended assemblies and a number of tutorial sessions.
- All sixth-form students were on study leave during the inspection; however, a few attended the academy in order to speak with inspectors.
- Inspectors held meetings with students, subject leaders, leaders responsible for many different aspects of the academy's work, members of the governing body, a representative of the local authority and the Chief Executive of the Bright Futures Educational Trust.
- Inspectors looked at the academy's evaluations of its own performance, its development plans, records of the academy's checks of the quality of teaching, information about students' progress and attendance, and safeguarding documents. Samples of students' work were reviewed. These included work produced by sixth form students.
- Inspectors considered the views of the responses made by 143 parents to the academy's own survey. There were too few responses to Ofsted's online questionnaire, Parent View, to be taken into consideration. Inspectors considered the views of staff through 81 returned staff questionnaires.

## Inspection team

Pankaj Gulab, Lead inspector	Additional Inspector
Claire Hollister	Additional Inspector
Jane Holmes	Additional Inspector
Alan Parkinson	Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- This is an average-sized secondary school. It formally became a co-educational school in September 2014 and the number on roll as a result, has increased. Previously, there was a separate boys' and girls' academy on the present site. There are currently more girls than boys on roll.
- The proportion of disadvantaged students supported through the pupil premium is much higher than average. The pupil premium is additional funding to support students known to be eligible free school meals and children who are looked after by the local authority.
- The majority of students are White British. A higher-than-average proportion of students are from minority ethnic backgrounds, the largest of which are Pakistani and African. A higher-than-average proportion of students speak English as an additional language.
- The proportion of disabled students and those who have special educational needs is higher than the national average.
- The sponsorship of the academy is in a transitional phase. Current sponsors, Microsoft and Manchester City Council, are in the process of handing over to the Bright Futures Educational Trust.
- The Principal's appointment, taken up in September 2014, is on an interim basis pending confirmation of the trust arrangements. A vice Principal joined the academy in September 2014 and an assistant Principal in January 2015. Several new appointments of middle leaders have been made.
- In 2014, the academy did not meet the government's current floor standards, which are the minimum expectations for students' attainment and progress by the end of Year 11.
- The academy is in the process of closing its sixth-form provision. All remaining students are in Year 13. The sixth-form curriculum comprises four BTEC courses and enables students who enter the sixth form with a GCSE below grade C for English and mathematics to work toward improving their grades.
- A small number of students are educated at Leo Kelly, a hospital school, The Harpurhey Alternative Provision School and Manchester Pupil Referral Unit, where they access a range of vocational courses.
- When Manchester Creative and Media Academy for Girls had its last full inspection, it was judged to require improvement. Manchester Creative and Media Academy for Boys was inspected at the same time and was judged to have serious weaknesses. Her Majesty's Inspectors monitored both academies and judged, in March 2014 and July 2014, that leaders and governors were not taking effective action to secure improvement.

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

- Urgently raise students' achievement, including in English and mathematics, for all groups of students, by improving the quality of teaching so that it is at least good, by ensuring that:
  - all teachers have high expectations of students, including in the sixth form
  - teachers use the information they have about students to plan lessons that help them to engage more effectively in their learning
  - activities provide interest, engage and challenge students so that they are keen to learn, show good attitudes to learning, behave well and make at least good progress
  - the quality of marking improves in all subjects and students respond to teachers' comments on their work
  - teaching assistants are clear as to their roles in supporting students' learning in lessons
  - challenging homework is set regularly so that students take responsibility for their learning
  - students are able to write and speak at length and they use and apply their literacy skills in order to deepen their understanding
  - opportunities to develop and consolidate students' mathematical skills are used well in other subjects.

- Improve students' behaviour, safety and attendance by ensuring that:
  - expectations of students' behaviour are high, communicated clearly and enforced consistently so that students know how they should behave, including by following the instructions given by their teachers
  - the needs of those students with more complex social, emotional, behavioural and mental health issues are identified and effective support is provided for them
  - older students receive sex and relationship guidance, so that they are clear how to stay safe
  - students always arrive to lessons on time and are ready to learn
  - the proportion of students who are regularly absent is reduced so that it is at least in line with the national average
  - the attendance of different groups of students, such as the disadvantaged, and the impact of absence on their learning, is checked more carefully in order to ensure that any identified issues are swiftly addressed.
  
- Improve the effectiveness of leadership and management by:
  - further developing the roles of subject and pastoral leaders, including in the sixth form, so that they have the skills needed to effectively improve the quality of teaching and learning within their areas of responsibility
  - ensuring that governors hold academy leaders rigorously to account for making sure that students achieve equally well across the key stages, and that gaps between the achievement of disadvantaged students and others, in the academy and nationally, close quickly
  - making sure all staff consistently adhere to the revised academy policies, particularly those aimed at improving teaching
  - making sure that teachers' assessments of students' knowledge, skills and understanding are accurate and that leaders use this information effectively to evaluate how well students are achieving across the academy.

An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leaders have made many changes this academic year in order to address students' underachievement, tackle weak teaching and improve students' behaviour and attendance. Inspection evidence shows that, although serious weaknesses remain, improvements in each of these key areas have been made. For example, current standards in Year 11 are now much higher than previously, particularly for boys, and the proportion of students making expected progress has also increased significantly. Evident improvements demonstrate that the academy's leaders have the capacity to secure better outcomes.
- The academy's evaluation of its own performance is now accurate and more robust; it is reviewed regularly and the identified areas for improvement feed into the academy's development plans. The Principal has high aspirations for the academy. Since her appointment, she has successfully ensured that staff at all levels are clear of both the academy's strengths and of what it needs to do to improve. In her drive to improve the academy, she is setting high expectations for staff and students' performance. Most teachers and support staff share a clear vision for the academy's improvement and have confidence in the academy's leadership to bring this about.
- Several new staff have recently been appointed to middle leadership roles, including subject and pastoral leaders. For some, this has meant a restructuring of roles. New leaders are keen and enthusiastic to support the academy's improvement and, following training, they are now more accountable and focused on students' progress and clearer about their roles. Their effectiveness is starting to strengthen; however, they still require further support in order to play a full part in improving the quality of teaching and raising the achievement of students in their subjects or areas of responsibility.
- The leadership of teaching is steadily improving because the quality of teaching is now checked more thoroughly, including through looking at work in students' books. Revised policies for teaching, including arrangements to ensure that students' skills are more accurately and regularly assessed, are in place. The necessary programmes of support for students are identified more quickly as a result. Similarly, specific training on making sure students' behaviour is well-managed has also taken place. While some staff are applying new policies well, some are not adhering to them fully.
- The academy has made changes to the curriculum in order to better meet the needs of students. Fewer alternative provision places are now used and more support from within the academy is helping students to develop better basic skills, such as in literacy and numeracy. However, leaders are yet to ensure that students' literacy and numeracy skills develop quickly enough. For example, students are not being given sufficient opportunities to write and speak at length and to use and apply their mathematical skills in their work in other curriculum subjects.
- Students receive appropriate advice and careers guidance in helping them make informed choices about their next steps beyond Year 11. They explore career paths, experience mock interviews and prepare application forms through their tutor time. The proportion of students not going on into employment, education or training is lower than the national average.
- Most students appreciate the range of extra-curricular activities that contributes to their spiritual, moral, social and cultural development. A programme to promote students' personal, health and social education, offered during an extended tutor session, and students' participation in the student council, develops their understanding of the fundamental values of democracy, tolerance and respect and prepares them appropriately for their part in life in modern Britain. The academy takes appropriate steps to make sure students, and their parents, are aware of the risks of radicalisation and extremism.
- Although safeguarding arrangements meet statutory requirements, the academy's work to keep students safe and secure is not yet effective. Leaders do not ensure that older students have a good awareness of how to stay safe within sexual relationships.
- The local authority provides helpful and positive support in reviewing the academy's performance, including evaluating the impact of the various initiatives aimed at bringing about improvement. The Bright Futures Educational Trust provides useful opportunities to strengthen the skills of the academy's leadership and management. Collaboration between individuals and departments with other colleagues in good and outstanding schools is proving beneficial and is improving leadership and the quality of teaching.
- Leaders have strengthened the academy's systems for measuring how well its students and groups of students are learning. Underachievement is being identified more swiftly as a result. This is helping leaders to target extra help for subjects and groups of students more quickly than in the past. Leaders are increasingly focused on ensuring that gaps in the achievement between different groups are tackled and they are starting to make better use of the pupil premium funding. Although leaders are working to ensure that students receive equality of opportunity, students do not achieve equally well across the key stages. Gaps in attainment, such as between disadvantaged students and others in the academy and nationally,

are closing, but still remain too wide.

- The quality of support provided for disabled students and those with special educational needs, remains too variable, and leadership and management of this provision is not effective enough to improve students' achievement quickly. The requirements of those students with more complex social, emotional and mental health needs, are not met.
- The academy's arrangements for placing and ensuring the safety and attendance of students on alternative education provision are well structured. Students' performance is regularly checked. Individuals are successfully supported to make progress that secures some GCSE grades and/or skills to help them into employment, education or training.
- Although the academy tackles any form of discrimination, students' overall inadequate behaviour shows that their efforts to foster good relations are not yet effective. Leaders are bringing about improvements in students' behaviour but are yet to ensure consistently good behaviour.
- **The governance of the school:**
  - The effectiveness of governance is strengthening; however, it still requires further improvement.
  - Following training and a recent external review, governors are now more involved in the work of the academy. By reviewing key academy policies, they are helping to ensure that a clearer structure for improvement is in place for all. They now have higher expectations of both staff and students and check that the targets for both staff and student performance are more challenging. These changes are all beginning to improve the quality of teaching, students' behaviour and their achievement. Governors now check teachers' performance management arrangements and ensure that any pay awards are related to teachers' agreed targets and students' progress.
  - Governors ensure that senior leaders provide them with timely reports about the academy's performance, including data that show how well it performs in comparison to other schools. They know that the proportions of students making expected progress in English and mathematics has risen.
  - In the past, governors have not challenged the academy well enough about the impact of the pupil premium funding on the achievement of disadvantaged students. They now know how this funding is spent, but still do not check effectively on the impact of this expenditure.
  - Governors have a better understanding of the strengths and weaknesses of teaching across the academy. They know that teaching is steadily improving. Even so, they are yet to fully hold academy leaders to account for making sure that it is consistently good. Some weak teaching persists.
  - Arrangements for moving over to the new trust are well underway in order to ensure that there is a smooth transition.

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

### **Behaviour**

- The behaviour of students is inadequate. A significant minority of parents who responded to the academy's own survey raised concerns about students' behaviour, as did many of the staff that completed questionnaires.
- In lessons, some students' poor attitudes disrupt their own learning and that of others. Students say that this happens regularly. Some ignore instructions from their teachers. Teachers' expectations of good behaviour, although rising, are sometimes still too low.
- Too many students display disruptive behaviour that results in them being sent to the inclusion area. The challenging behaviours of a small minority of students, such as those with more complex social, emotional and mental health needs, are not always identified, supported and addressed, to help them to improve.
- The majority of students are courteous and polite and engage with visitors appropriately. They conduct themselves well in open areas supervised by staff. However, a few demonstrate more challenging behaviours, are difficult to manage and are poor role models to other students, particularly the younger ones. They sometimes challenge staff when attempts are made to address their poor behaviour.
- Movement between lessons is too slow. As a result too many students arrive late to lessons. Some do not take pride in wearing their uniform, or in their work, and they arrive at lessons ill-equipped for learning.
- A new behaviour policy is raising expectations of students' behaviour. Students, staff and governors all agree that the behaviour around the academy, including in lessons, has improved a lot this year even though a minority of students have yet to cooperate fully with these higher expectations. The behaviour of the few students attending alternative provision is better, as the provision and support arrangements are designed to meet their specific needs well.



## Safety

- The academy's work to keep students safe and secure requires improvement.
- Students in all year groups say they feel safe and know of an adult that they can turn to for support if they have concerns. They acknowledge that some bullying does sometimes take place. Older students are clear that, if reported, bullying would be addressed. Students know how to keep safe. Through lessons and the different topics covered in their tutorial sessions, they learn how to keep safe when using new technologies and the internet. They recognise inappropriate words that may be harmful or hurtful to others. The academy's programme to help students stay safe in relationships has been recently established, but as yet some older students have some gaps in their understanding. This is now being addressed by the academy.
- Attendance is now improving from very low levels in previous years. By introducing a system to ensure absence is reported on the first day, academy staff are now able to check up on the whereabouts and safety of any missing students, particularly those known to be vulnerable. This ensures students are kept safe. However, attendance still remains low. The proportion of students who are regularly absent is reducing steadily, but still remains high. The impact of poor attendance on the achievement of different groups of students is not always checked carefully in order to ensure that any identified issues are swiftly addressed.
- The attendance of students on alternative provision placement is checked daily and their safety is checked though staff visiting their placements before they start.

## The quality of teaching is inadequate

- Teaching over time in a range of subjects, including in English and mathematics, in Key Stages 3 and 4 is inadequate and, as a result, students underachieve.
- Teachers' expectations of what students can achieve, as well as their participation in learning, are too low. Teachers do not use the information they have about students' achievement to plan lessons that meet their varying needs and abilities, or engage them effectively in learning. Too often, the same work is provided for students of all abilities. This means that, for some, the work is too hard, while for others it lacks challenge. Students, including the most able, wait too long before undertaking more challenging work. Plans for learning focus too much on what students are expected to do rather than what they are learning.
- Students' progress in lessons is not checked carefully enough. Some students become bored and disengaged from their learning. Teachers spend too much time in lessons addressing students' poor behaviour, and this interrupts the learning of those who do behave well and show good attitudes to learning.
- The quality of marking is inconsistent across the subjects. There are good examples, where marking clearly indicates to students the steps they need to take to improve, such as seen in a Year 8 music lesson about understanding Samba rhythms, and in students' history books. Generally teachers mark students' work regularly; however, students are not always given the opportunity to respond to teachers' comments and, as a result, do not learn from their mistakes.
- The quality of support from teaching assistants is variable. Effective support is evident in the direct working with individuals and small groups of students beyond lessons. Students at the early stages of learning English as an additional language often receive effective support. In classrooms, however, the impact of teaching assistants is not always effective. Teachers do not always ensure teaching assistants are clear as to their roles when they support students in lessons.
- Homework is not set regularly or in a way that helps students to progress well in their learning. When it is set, often it is too easy and lacks challenge. As a result, students fail to develop the skills that are useful in helping them take more responsibility for their learning.
- The quality of teaching is starting to improve. Teachers are beginning to assess students' progress more frequently and with greater accuracy. Weaknesses in students' achievement are therefore, being identified more swiftly. Increasing consideration is now given to planning and providing work that meets students' varying needs and abilities including to ensure that the most able students are challenged. More appropriate programmes of support are being identified and put in place to support disabled students and those with special educational needs, including tailored one-to-one programmes.
- New teaching policies such as those aimed at supporting the development of students' literacy skills, are beginning to have a positive impact on improving teaching and students' achievement. For example, more effective teaching, support and opportunities to read regularly, including alongside adults, are helping to improve the achievement of weaker readers in Key Stage 3. Teachers are increasingly focused on making

sure that key words and vocabulary are consistently well promoted. However, opportunities for students to use and apply their literacy skills in different contexts, such as through writing at length, or speaking, so as to show a deeper understanding, are not yet developed effectively across subjects and year groups.

- In mathematics, staff are now working together more effectively to address the gaps in students' skills and knowledge and to ensure students attempt more challenging questions and activities. Strategies to enable students to know how to reach the correct answers are being successfully taught. However, a deeper understanding of the topics is not yet well promoted and opportunities to develop students' mathematical skills and understanding in other curriculum subjects are still under-developed.
- Some teaching is good. Teachers' energy and enthusiasm for their subject, along with the positive relationships fostered with students and high expectations, support learning well. Students of varying needs and abilities learn well, when teaching is effective, because the work they are given challenges their thinking and lessons are adapted well to meet these students needs.

### **The achievement of pupils is inadequate**

- From their different starting points, too many students, including both boys and girls, do not make adequate progress over time. Students' progress in Key Stages 3 and 4 in a range of subjects, including in English and mathematics, has been weak due to inadequate teaching.
- Students enter the academy in Year 7 having attained results which are usually below average. When they leave at the end of Year 11, their standards are well-below average in many subjects, including in English and mathematics. The proportion of students who left the academy in 2014 having achieved five good GCSE grades, including in English and mathematics, declined and was below the government's minimum standard. Only a very small minority of boys achieved five good GCSE qualifications including English and mathematics. While girls did better, only a minority succeeded in attaining five good grades. These low results were, in part, due to the academy entering both boys and girls early for their GCSE examinations. Although the academy has discontinued early entry, the current Year 11 students had already taken their examination in English literature at the end of Year 10. Progress in this subject is not good enough.
- Inspection evidence from observing lessons and reviewing work in students' files shows that current standards in Year 11 are now much higher than previously attained for both girls and boys, and particularly so for the boys. Even so, the overall proportion on track to reach five good GCSE grades including English and mathematics remains well-below average.
- In Year 11 in 2014, the proportion of students making the expected rate of progress in English and mathematics was well below the proportions that do so nationally. Inspection evidence, along with the work in students' files, shows that the current progress of students through Key Stages 3 and 4 in both English and mathematics is better. The proportion of students making expected progress has increased significantly compared to last year. Although this is now helping to raise standards across the academy, standards, given students' starting points, still remain too low. Most groups of students, therefore, continue to underachieve.
- Disadvantaged students, including boys and girls in their separate academies, performed poorly in 2014. The gaps between their achievement and that of their peers in the academy and nationally widened. Disadvantaged girls in Year 11 in 2014 for example, reached standards in English that were over one-and-a-half grades behind others in the academy and nationally. In mathematics, they were about two grades behind others in the academy and nationally. Disadvantaged boys reached standards in English that were over one grade behind others in the academy and three grades behind others nationally. In mathematics, boys were also over one grade behind others in the academy and two-and-a-half grades behind others nationally. Detailed monitoring of these gaps by academy leaders is now helping to ensure that more appropriate support programmes are put in place to raise achievement. Academy data showing the current progress of disadvantaged students show that these wide gaps are slowly narrowing.
- In the past, the most able students have underachieved. Some of these students are now making better progress in some subjects, including in English and mathematics, because they are completing more challenging A\* and A grade questions. Even so, too few students reach the higher levels of attainment. Teachers' expectations of what students can achieve are still sometimes too low.
- In 2014, the inadequate progress of disabled students and those with special educational needs was reflected in their poor GCSE results. Although there have been some recent improvements, including the introduction of one-to-one support programmes, these students still underachieve because the overall quality of teaching and support for their learning remains too inconsistent.
- Overall, students from minority ethnic groups, including those who speak English as an additional language, are doing better than others. They attend school regularly and their good behaviour contributes

positively to their achievements. Those at the early stages of learning English as an additional language receive small-group support that is often effective.

- The few students who attend courses off-site in alternative provision achieve the necessary qualifications and skills to ensure they can move on successfully into employment, education and training when they leave.

### **The sixth form provision**

### **requires improvement**

- As there is a very small number of students in the sixth form, comparisons with any national averages for success are not helpful or reliable indicators of students' achievement. Academy data, along with inspection evidence shows that there are variations in the success of students on their courses, but all make at least expected progress.
- Typically, students make the expected rate of progress in BTEC courses. Those students who enter the sixth form with a GCSE level that is below grade C in English and mathematics are appropriately supported to improve their grades, and some do well. However, not all students are making the progress needed to improve their grades at a good rate.
- Teaching in the sixth form is better than in other key stages. Work seen in students' folders show that students often receive appropriate feedback from their teachers so that they know the steps they need to take to secure better grades. However, while some teaching is good, overall it requires improvement. Expectations of what students can achieve are not high enough to enable them to do well.
- Students are prepared appropriately for work and future learning. Staff support those students who apply for university or an apprenticeship. Students say they receive appropriate careers guidance to help them make the right choices regarding their next steps.
- Students say they feel safe in the academy, know how to keep safe and are clear about what to do should there be any safety issues.
- Students say that behaviour is typically good. They appreciate opportunities to develop their understanding of real-life issues through discussions during their tutor period.
- Leadership and management of the sixth form requires improvement. Although leaders check carefully students' rate of progress, there remains work to do ensure that a greater emphasis is placed on the standards students reach. Leaders have not ensured that the quality of teaching is consistently good.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	135905
<b>Local authority</b>	Manchester
<b>Inspection number</b>	462317

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	890
<b>Of which, number on roll in sixth form</b>	25
<b>Appropriate authority</b>	MCMA Trust
<b>Chair</b>	Mike Palmer
<b>Principal</b>	Rebecca Smith
<b>Date of previous school inspection</b>	12 June 2013
<b>Telephone number</b>	0161 681 1592
<b>Fax number</b>	0161 684 8946
<b>Email address</b>	<a href="mailto:enquiries@mcmacademy.com">enquiries@mcmacademy.com</a>

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# St Wilfrid's CofE Aided Primary School Northenden

Patterdale Road, Northenden, Manchester, M22 4NR

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- The school's performance has declined since the previous inspection. Leaders and governors have failed to tackle weaknesses in the quality of teaching and pupils' behaviour. Standards in reading, writing and mathematics across the school have fallen and are too low. Pupils in all key stages now underachieve.
- The school's work to keep pupils safe and secure in Years 1 to 6 is inadequate. Some pupils are concerned about bullying and say they do not feel safe.
- Leaders have not identified the extent of the school's weaknesses. Their view of the school's performance is over-generous. Parents and some staff do not have confidence in leadership, including leaders' capacity to keep children safe.
- Systems to check pupils' progress, including the achievement of different groups of pupils, lack rigour and accuracy. Underachievement is not identified, or acted upon, quickly enough.
- Middle leadership roles are not fully established and hinder the school's ability to improve quickly.
- The leadership of teaching is weak. Checks made on the quality of teaching fail to bring about enough improvement. Significant and on-going changes in staffing work against efforts to improve.
- Provision in the early years is inadequate. Activities lack clear learning purpose. Children make too little progress, particularly in reading.
- Teachers' low expectations, frequent staffing changes and weak teaching over time, including in literacy and numeracy, hamper pupils' progress.
- Work is not matched well enough to pupils' varying needs and abilities: it lacks challenge. Pupils do not receive effective support when needed. Marking is variable; hence pupils do not know how to improve.
- Pupils' behaviour is inadequate. Pupils do not always concentrate, listen to their teachers or complete their work productively. The school policy for managing pupils' behaviour is not clearly understood or adhered to by staff. Not all pupils are clear about the expectations of good behaviour.

### The school has the following strengths

- Good teaching in Year 2 is helping to raise pupils' low attainment.
- Pupils are usually polite, friendly and confident.
- Leaders have improved attendance, which is now average.

## Information about this inspection

- Inspectors visited lessons across the school, sometimes accompanied by the headteacher and deputy headteacher. Inspectors and senior leaders looked at pupils' books and assessed their progress over time.
- Inspectors talked to pupils about their work and listened to some pupils, from Key Stages 1 and 2, reading.
- The inspection team observed pupils arriving and leaving at the start and end of the school day. They also observed pupils around school at break and lunchtimes.
- Inspectors held meetings with the headteacher, senior and middle leaders and eight members of the governing body. A meeting was held with a representative from the local authority.
- Inspectors considered the 58 responses to the online survey, Parent View, as well as having conversations with a significant number of parents. The 24 completed staff questionnaires were also taken into account.
- Inspectors looked at the school's work and a range of documents. These included the school's view of its effectiveness, school improvement planning, records of pupils' achievement, behaviour, attendance and systems for safeguarding pupils.

## Inspection team

Marie Cordey, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Maureen Hints	Additional Inspector



## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- St Wilfrid's is larger than the average-sized primary school.
- Children in the Nursery classes attend part-time in morning or afternoon sessions. Children in the Reception classes attend full-time.
- The large majority of pupils are of White British heritage. A small minority of pupils are from minority ethnic groups. Few pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium funding varies from year-to-year but is broadly in line with the national average. This funding supports pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There has been a considerable turnover of staff in recent years and some significant employee absence. Currently, there are some classes taught by temporary staff and a number who are leaving.

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

- Take urgent steps to improve the quality of teaching in all key stages so that it is at least good, in order to raise standards in reading, writing and mathematics, so that pupils can make good or better progress, by:
  - raising expectations of what pupils can achieve, including the disadvantaged, the most able, disabled pupils and those with special educational needs
  - making sure that all staff have a clear understanding of what pupils already know and of their learning targets and that they use this information to set challenging work and provide support that is closely matched to the pupils' varying needs and abilities
  - improving the quality of marking so that pupils know how and where to improve their work and learn from their mistakes
  - ensuring that all staff use the information from assessing pupils' work to influence the planning of pupils' future learning
  - developing the roles of teaching assistants so that they know precisely what is expected from them in order to effectively support pupils' progress in lessons
  - providing more opportunities for pupils to use, apply and extend their reading, writing and numeracy skills across the subjects of the curriculum
  - ensuring pupils are taught the range of knowledge and skills in the newly-planned curriculum
  - making sure that children in the early years are provided with a clear purpose for learning in the activities they undertake and that activities are challenging and maintain their attention, particularly in reading.
- Urgently improve pupils' safety, behaviour, and attitudes to learning so that they are all at least consistently good, by:
  - strengthening pupils' understanding of how to deal with bullying, including ensuring all pupils know who to turn to if they are concerned, so that they feel safe
  - making sure that incidents of bullying are dealt with and recorded effectively
  - ensuring that parents have confidence in the school's arrangements for keeping their children safe, particularly at the start and end of the school day
  - ensuring that all staff have a clear understanding of the school's behaviour policy and develop the skills to manage pupils' behaviour effectively

- ensuring that all pupils have a clear understanding of the expectations of their good behaviour and that they strive to achieve these
  - encouraging all pupils to take care over the completion and presentation of their work.
- Quickly and sustainably improve the effectiveness of leadership and management at all levels, including governance, by:
- significantly strengthening the leaders’ and governors’ partnership with parents so that they have confidence in the school and so that their concerns, including those relating to their children’s safety, are fully addressed
  - taking steps to carefully plan and manage the many and continual changes of staff, including temporary staff, in order to minimise the negative impact of these changes on the quality of teaching, pupils’ achievement and their behaviour and safety
  - establishing rigorous and accurate systems to regularly check on pupils’ progress, including any variances in the achievement of different groups of pupils, so that underachievement is swiftly identified and acted upon and pupils catch up quickly
  - improving arrangements to check on the quality of teaching so that they are regular and robust, and using these findings to improve teaching quickly
  - strengthening the school’s ability to improve at a good rate by addressing weaknesses in middle leadership and developing leaders’ roles particularly in checking that pupils are gaining the knowledge and skills that they need to improve their work
  - making sure that leaders, including governors, check that the use of the pupil premium is effective and that gaps in the achievement of pupils across the school and with other pupils nationally, are closed quickly.

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the effectiveness of governance should be undertaken to in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Leaders, including governors, have failed to address adequately or rigorously the issues raised by the previous inspection in order to improve the school. Systems to improve the quality of teaching, to check on pupils' achievement, and to ensure their behaviour and safety are at least adequate, are ineffective. As a result the school's effectiveness has significantly declined. Teaching is too variable and is now inadequate. Pupils in all key stages underachieve.
- The school's work to keep pupils safe and secure is inadequate. Pupils' behaviour is inadequate. While senior leaders acted quickly on some safeguarding concerns raised by inspectors during the inspection, so that arrangements now meet statutory requirements, they have yet to ensure that pupils feel secure or that parents are reassured about their safety. Leaders do not ensure that all staff are clear as to the arrangements for managing pupils' behaviour, or that pupils are clear as to the staff's expectations of good behaviour. Not all staff follow the school's behaviour policy.
- Leaders and managers have an inaccurate and over-generous view of the school's performance. While they are aware of the school's weaknesses, their actions have not improved the school's performance and they do not demonstrate the ability to improve the school quickly enough. Some staff and parents lack confidence in the school's leadership and management. Many parents who responded to the online questionnaire feel that their concerns are not addressed.
- Over time, leaders have not ensured that rigorous systems are in place to check pupils' progress. Pupils' underachievement either goes unnoticed, is not identified quickly enough nor successfully acted upon. The school's promotion of equal opportunities is inadequate because too many pupils in different groups and different year groups, including disabled pupils, those with special educational needs, the disadvantaged and the most able, fail to make enough progress.
- The leadership of teaching is weak. Arrangements to check on the quality of teaching have not resulted in the necessary improvements. Leaders are aware of weaknesses in teaching. Some staff have benefited from updating their skills through tailored training. However, the rapid turnover of teachers has also hindered efforts to improve teaching and continues to do so. Checks on the quality of teaching are still not regular or robust enough to improve teaching quickly.
- Leaders have taken steps to strengthen the arrangements for managing teachers' performance so that they are held to account for the progress their pupils make. However, the impact of these arrangements is hampered because the school's information about how well pupils are achieving is not always accurate.
- The school should not appoint newly qualified teachers.
- The effectiveness of middle leadership, including that of subject leaders, varies but overall is weak, and this hampers the rate at which the school can improve. In some curriculum subjects, there are no appointed leaders. The headteacher is temporarily leading the provision in English. Leadership in mathematics has ensured that a new curriculum and scheme of work is in place and this is now clearly benefiting some pupils. However, its use is not checked regularly or effectively enough to make sure that all pupils are gaining the knowledge and skills that they need to improve their work.
- Additional funding to support the learning of disadvantaged pupils is ineffective. While some pupils are doing better than their peers in the school, others underachieve. Leaders have not ensured that the gaps in the attainment between disadvantaged pupils in the school and other pupils nationally, are closing.
- The range of curriculum subjects on offer is broad and provides opportunities to promote pupils' spiritual, moral, social and cultural development. This is echoed by a number of positive comments from parents. Pupils are polite and welcoming. They are taught to value and respect themselves and others. Through assemblies and lessons, the school ensures pupils understand about discrimination and how establishing good relationships with others is part of being a positive member of the community. This ensures that they are prepared adequately for life in modern Britain. Nevertheless, as leaders recognise, the curriculum does not provide sufficient opportunities for pupils to develop their basic skills in reading, writing and mathematics.
- The primary school physical education and sports funding is used appropriately to provide specialist training to improve pupils' physical education skills and their awareness of healthy lifestyles. In particular, pupils enjoy the many sporting activities at lunchtimes and after school.
- The local authority, in partnership with the school, accurately identifies the school's weaknesses and is working with the school to improve its effectiveness. Nevertheless, this work has not yet had the desired effect of improving the school's performance.
- **The governance of the school:**
  - Governance is ineffective. Over time, governors have not held senior leaders to account with enough

rigour regarding pupils' achievement, the quality of teaching, pupils' behaviour and safety or to prevent the school's decline in performance. Although they have taken part in training, including in reviewing data about how the school performs in comparison to others, governors are not fully aware of exactly how much progress pupils should make. As a result, the full extent of the school's inadequacies has not been understood. Until recently governors were unaware of weaknesses in pupils' behaviour and the school's arrangements for keeping pupils safe.

- Although governors now recognise the school's weaknesses, share in the determination of senior leaders to address them and are, as a result, providing more challenge to leaders, it is too early to see any significant impact on the school's performance.
- Governors understand how pay and progression are linked to staff performance and have used it to eradicate some inadequate teaching and to support improvements for others. The rapid turnover of teachers in some classes has not been managed effectively enough to ensure that pupils make consistently good progress.
- Governors conscientiously and successfully promote pupils' spiritual development through reflective assemblies and a curriculum that promotes respect and value for people of different faiths and backgrounds. However, they have been less successful in building effective partnerships with parents.
- Governors manage the school finances adequately. They are familiar with how the pupil premium is spent but have not checked that it is used effectively to ensure that disadvantaged pupils achieve well.

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

### **Behaviour**

- The behaviour of pupils is inadequate. In some lessons, inspectors found that pupils do not always concentrate, listen carefully to their teachers or get on with their work productively. Pupils say that their learning is not helped when other pupils 'are naughty'. Some pupils behave well, however; typically this is when their work is more interesting, is clearly explained and well matched to their abilities and needs.
- Teachers' low expectations of pupils in some year groups result in rushed and careless presentation of work, particularly in subjects such as history and geography. Some pupils' books in other year groups, however, are very well presented and reflect pupils' pride in their work and what they have accomplished.
- The school's system for managing pupils' behaviour is not adhered to by some staff. While some school rules are enforced, expectations of good behaviour are not clearly understood by all pupils.
- Parents of pupils who spoke to inspectors, those who completed the online questionnaire, and staff comments, indicate that they do not believe behaviour overall is managed well by senior leaders.
- Pupils enjoy talking to adults and each other. Pupils are proud to take on positions of responsibility, such as head boy and girl, and to express the views of pupils through 'Pupil Voice'. Senior leaders listen to their views. Many older pupils take care to look after younger pupils.
- Pupils generally take care of their surroundings. Most pupils are smart in their uniforms. They show their maturity and responsibility by picking up litter and returning their dinner trays to the kitchen.
- Senior leaders have acted effectively to improve attendance, which is now average.

### **Safety**

- The school's work to keep pupils safe and secure is inadequate.
- Parents' responses to the online questionnaire indicate that some parents also do not agree that their children are kept safe. Some parents also expressed concerns verbally to inspectors about the effectiveness of the school's procedures and staffing arrangements for keeping their children safe when they arrive at school and when they are returned to them at the end of the day. Parents have raised their concerns with school leaders but are not satisfied with their responses. However, inspectors did observe staff on duty at the gates on both days of the inspection.
- School records show that incidents of bullying are rare; however, pupils say that they do not always feel safe. Although pupils are taught about the impact of bullying, some expressed concern about it to inspectors, including about racist name-calling. Although most pupils know who to turn to if they are troubled, some pupils do not.
- Pupils learn about how to keep themselves safe on the internet and know who to tell if they need to report any incidents of cyber-bullying.

## **The quality of teaching** is inadequate

- As a result of inadequate teaching over time, pupils in all key stages underachieve in reading, writing and mathematics. Low expectations, frequent staffing changes and weak teaching over time have led to a decline in standards both at the end of Years 2 and 6.
- The quality of teaching across the school, including in the basic skills of reading, writing and mathematics is too variable. Teaching for different groups of pupils is also ineffective and results in wide variations in their rates of progress.
- Parents and pupils express concerns and dismay about the negative impact of the many changes in teaching staff and temporary staffing arrangements. Pupils acknowledge that 'just when you about to learn something you are interested in, the teacher changes'. Not all staff have a firm and clear understanding of what pupils already know and can do to ensure learning activities builds effectively on this. Similarly, staff lack the knowledge about pupils' set learning targets. Over time, this has significantly hampered pupils' achievement and continues to do so.
- Expectations of what pupils can achieve are too low and work often lacks challenge. Consequently, too much work is not matched to pupils' varying abilities and needs. Pupils are given work that is too easy, particularly the most able, and this prevents them from reaching the higher levels of attainment of which they are capable. Some pupils show a lack of interest in their work and fail to concentrate as a result.
- The quality of marking is too variable and reflects teachers' varying expectations of their pupils. Pupils' work is marked regularly; however, teachers do not use the information they gain from marking work to influence and plan future learning. Marking in pupils' books shows comments are overly congratulatory in relation to the quality of pupils' achievement. Too many opportunities to support and guide pupils in knowing how and where their work could be made better are overlooked. This limited advice means that pupils fail to understand their errors, or correct them in order to improve their work.
- The effectiveness of support from teaching assistants is highly variable. In some classes, teaching assistants share in the planning of learning. They know what is expected from them in order to effectively support pupils' progress; however, this is not always the case. The achievement of disabled pupils and those with special educational needs flounders because of a lack of effective support.
- The teaching of literacy is weak. The teaching of reading, including phonics, (the sounds that letters make) is ineffective. Reading activities provided are not at the correct level of difficulty and fail to take enough account of what pupils need to learn next. Pupils' achievement in writing is hindered because there are not enough opportunities to improve and extend their writing skills across a range of subjects.
- Pupils make slow progress in mathematics because their skills are not embedded early enough. Basic understanding of number bonds and calculating numbers, for instance, is weak. This limits pupils' opportunities to achieve at the higher levels in mathematics. Work evident in pupils' books shows that it is too easy, notably for the most able, to help them achieve the standards of which they are capable. Opportunities to develop and support numeracy skills in work in other curriculum subjects, such as science, are also overlooked.
- There is some improvement in teaching. This is reflected, for example, in the higher standards evident currently in Year 2 than previously. Some pupils in Key Stage 2 are starting to fill gaps in their learning and knowledge because of more effective teaching recently. Pupils rise to better levels of challenge and take pride in doing the best work that they can. Even so, the variability in teaching that remains in Key Stages 1 and 2 means that pupils are still unable to adequately make up for their previous underachievement over time.

## **The achievement of pupils** is inadequate

- Since the previous inspection, pupils' achievement has declined and is now inadequate in all key stages. Standards in reading, writing and mathematics at the end of Year 6 have fallen; in 2014, they were below average. Although pupils made faster progress in Year 6 this was not enough to make up for previous under-achievement. This represents inadequate progress from pupils' previous broadly average starting points at the beginning of Year 1.
- Standards at the end of Year 2 have also declined in recent years. In 2014, standards were significantly below average in reading and mathematics and below average in writing. Pupils have failed to achieve as well as they should in Key Stage 1. Although pupils currently in Year 2 are now working at higher levels of attainment than previously, due to better teaching, standards in Year 1 remain too low. Current progress in Key Stage 2 is too variable to make up for pupils' significant underachievement over time. There is significant variation in the rate of pupils' progress between year groups. Progress is good in some year

groups, but too slow in others. Current work in pupils' books shows that standards, particularly in reading and writing, are still too low given pupils' starting points. In the current Year 6, the standards seen do not reflect the school's predictions for results in national tests and assessments, especially in writing and for the most able pupils.

- The most able pupils underachieve. In Year 6 in 2014, the proportion of pupils achieving the higher Level 5 was much lower than average and significantly so in reading and writing. This is also the case at the end of Year 2, where too few pupils achieve the higher Level 3. The school's work to improve the achievement of the most able pupils is beginning to raise standards. Nevertheless, work is often too easy for the most able; they are not routinely stretched to achieve their potential.
- The achievement of disadvantaged pupils varies widely between subjects and year groups, but overall it is inadequate. In Year 6 in 2014, the attainment of disadvantaged pupils was similar to that of the non-disadvantaged pupils in school in reading and writing and about one term ahead in mathematics. However, compared to the non-disadvantaged pupils nationally, their attainment was about one-and-a-half terms behind in reading and mathematics and over two terms behind in writing. The school does not have a clear view of the impact of pupil premium funding on the achievement of disadvantaged pupils. Gaps in the attainment between disadvantaged pupils and others across the school are not being closed effectively as a result of weak and inconsistent teaching over time.
- Over time, the achievement of disabled pupils and those with special educational needs has been too variable and is inadequate. This reflects work that is not set at the right level. Sometimes it is too difficult and at other times is not challenging enough. Additional support, when provided, is not always effective in supporting pupils' specific learning needs.
- The small minority of pupils from minority ethnic groups make similar inadequate progress to their peers, due to weak teaching. Work is not matched well enough to their different starting points and needs.
- Pupils' achievement in reading, although improving, is inadequate. Currently, in Year 1, pupils' skills in phonics are underdeveloped. Too few pupils are working at the expected standard. Older pupils engage with reading well on the whole and enjoy reading aloud. In writing, pupils' skills are weak. Some pupils cannot write in basic sentences in Year 1 or use spelling, punctuation and grammar well enough for their age. Across the school, pupils' spelling, punctuation and grammar skills are underdeveloped. In particular, they do not ensure they use and apply their knowledge in subjects other than English.

### The early years provision

### is inadequate

- When children start Nursery or Reception, nearly all children demonstrate the skills, knowledge and understanding that are similar to that typical for their age. In 2014, the proportion reaching a good level of development was lower than average, especially in reading, writing and number. Consequently, some children are not adequately prepared for learning in Year 1.
- Teaching varies in quality and, over time, is inadequate. Children are not given clear guidance about the purpose of the tasks they undertake and what they are expected to learn from them. They spend too long completing activities which, for some, lack challenge, such as colouring in. Work is not matched carefully to the children's varying needs and abilities.
- While children are encouraged to become interested in books, they are not taught to read well enough. The teaching of phonics is too variable. Some staff are knowledgeable and skilled in helping children to know letters and the sounds they make. They provide interesting activities that bring phonics sessions to life so that children enjoy learning. However, not all staff are as skilled and do not always communicate the precise sounds that letters make accurately. Children are sometimes unsure what to do and they do not always learn from the activities provided. Children's achievement in writing is also hampered because of poor phonic knowledge. There are too few opportunities for children to practise their skills both in activities indoors and outside.
- Children settle in quickly because they are welcomed and prepared for school life. Parents agree and acknowledge that their children enjoy coming to school. Children in the early years are well looked after because staff are caring and build positive relationships with children. They are appropriately supervised and staff ensure that they are kept safe.
- Children learn to share and take turns because staff model good behaviour. However, children do not always behave well. Some are restless and inattentive because activities lack purpose and challenge, and consequently they are unsure about what they should be doing.
- The overall impact of the leadership of early years over time is inadequate. It has not ensured that the quality of teaching is good enough so that children achieve well. The early years leader is, however, starting to bring about improvements in provision. More careful planning is starting to ensure activities

match more closely to children's varying needs and abilities. Leaders are aware of weaknesses in teaching and are taking steps to address it.

## What inspection judgements mean

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



## School details

<b>Unique reference number</b>	105549
<b>Local authority</b>	Manchester
<b>Inspection number</b>	461907

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Stevenson
<b>Headteacher</b>	Kate Constant
<b>Date of previous school inspection</b>	28 November 2011
<b>Telephone number</b>	0161 998 3663
<b>Fax number</b>	0161 945 9858
<b>Email address</b>	<a href="mailto:admin@st-wilfridscofe.manchester.sch.uk">admin@st-wilfridscofe.manchester.sch.uk</a>

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# Newton Heath Sure Start Children's Centre

Great Newton Street, Off Droylsden Rd, Newton Heath, Manchester, M40 1WT

<b>Inspection dates</b>	24–25 June 2015
<b>Previous inspection date</b>	9 July 2010

<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
Access to services by young children and families		<b>Requires improvement</b>	<b>3</b>
The quality of practice and services		<b>Requires improvement</b>	<b>3</b>
The effectiveness of leadership, governance and management		<b>Requires improvement</b>	<b>3</b>

## Summary of key findings for children and families

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

- The centre does not always receive timely referrals or sufficient information from social care partners and health professionals. As a result, outreach staff cannot always make a contribution to joint planning or effectively support some families who may benefit from accessing the centre's services.
- The centre has not succeeded in improving the proportion of mothers who continue to breastfeed for at least six-to-eight weeks. In addition, work to improve health outcomes is hampered by insufficient sharing of robust and timely key health information with the centre.
- Not enough workless adults participate in further education, training or volunteering opportunities to improve their chances of employment. Systems to track and monitor their progress are not sufficiently well developed.
- The advisory board, while supportive, does not provide the centre with sufficient challenge about the effectiveness of its practice and services. Targets for improvement set by the local authority and the centre leaders are not realistic or matched precisely enough to the reach area to drive improvement further sufficiently.
- Parents are not sufficiently involved in decision-making to help the centre to move forward.

### This centre has the following strengths:

- Parents appreciate the warm welcome offered by centre staff and the access to good quality resources in activity sessions. Staff are approachable, well-informed and persistent in their aim to engage with families and to help those that they know of identified as in most need of support.
- Children and parents enjoy the good quality activities, such as 'Adult and Toddler Group', 'Baby Bliss' and 'Ready for School', that help them to move on in their learning and personal development. As a result, children are increasingly well prepared for transition into school.
- Families who attend are supported well to make good use of the services and activities offered in the centre, to ensure that their needs are met.
- Staff are well qualified and receive regular training to develop their skills. They are motivated and increase parents' confidence in their parenting skills and sense of self-worth successfully.

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

- Improve access to services, by:
  - ensuring that social care partners and health professionals improve the timeliness of referrals and the sharing of information about families in need of support, so that centre staff can contribute to joint planning and provide swift early support for those who may benefit from engaging in the centre's services.
  
- Improve the impact of the centre's practice and services for children and families, by:
  - collaborating more closely with health partners at a strategic level to secure more robust and timely information, so that leaders can measure more accurately the impact of the centre's health promotion work
  - working with health partners to increase the proportion of mothers who sustain breastfeeding for at least six-to-eight weeks
  - increasing the opportunities for adults, particularly those from workless homes, to develop their skills through adult and accredited learning and volunteering to enhance their chances of employment
  - developing tracking systems to monitor how well adults make progress when they access courses or programmes, and using the data gathered to help plan future services.
  
- Improve leadership, governance and management, by:
  - ensuring that the local authority and others in leadership and governance set more precise and challenging locally-defined targets to drive centre improvements
  - improving the rigour with which the advisory board challenges the centre's leaders and holds them to account for its work
  - developing parents' role in making decisions to help the centre improve and shape the services it offers.

## 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 three additional inspectors.

The inspectors held meetings with the Family Action children's centre manager, children's services coordinator, assistant director and local authority representatives. They also held meetings with centre staff, parents, members of the advisory board and a number of partners, including health, education and children's social care professionals.

The inspectors visited a number of sessions including, 'Adult and Toddler Group', 'Ready for School' and 'Baby Bliss' sessions.

They observed the centre's work, and looked at a range of relevant documentation, such as the centre's self-evaluation document, action plan, a sample of case studies, parent evaluations, key policies and the centre's safeguarding procedures. Throughout the inspection, they also took the opportunity to talk with adult and child users of the centre.

**Inspection team**

Tara Street, Lead inspector	Additional inspector
Parm Sansoyer	Additional inspector
Ken Fisher	Additional inspector

## Full report

### Information about the centre

Newton Heath Sure Start Children's Centre is a stand-alone centre. It offers a range of services which include child health services, family play sessions, parenting programmes, adult learning, family outreach services and a sensory room.

There are approximately 1074 children aged under five years living within the area, of whom 1011 live in the top 30% most deprived areas in the country. Most families served by the centre are of White British heritage, with a growing diverse mix of minority ethnic communities. Levels of unemployment are high, with 47.7% of children living in households dependent upon workless benefits. Most children enter early years provision with knowledge and skills that are below those typical for their age. Childcare provision is delivered by a range of providers in the area. These are subject to separate inspection arrangements and the reports are available on the Ofsted website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

The centre has identified lone parents, workless households, two-year-olds and families identified as in greatest need through the 'Troubled Families Programme' as those most in need of its support.

Governance of the centre has been provided by Family Action on behalf of Manchester local authority since 1 April 2015. The centre has an advisory board that includes providers, delivery partners and members of the local community.

## Inspection judgements

### Access to services by young children and families

### Requires improvement

- The centre is informed of children who may be supported by other agencies through the 'Troubled Families' programme, which includes those who may be subject to a child protection plan or identified as in need. However, recent changes to referral systems for families identified as in need mean that outreach workers do not now always receive any referrals or requests for services from health professionals quickly enough. In addition, this has also impacted on how well social care partners involve the centre in joint working in a timely manner. As a result, only a small amount of outreach family case work is undertaken and some families do not have swift access to services or support from the centre.
- Centre leaders have accurately identified the families most in need of its support and have registered the very large majority of the children living in the area. This is a direct result of the increasing partnership work with health colleagues to ensure that the centre is aware of most of the expectant parents in the area.
- The centre is successful in engaging with the majority of families living in the most deprived areas and those families with children under three years of age. Regular 'Outreach Drop-In' sessions, alongside targeted door-knocking, are helping to engage some lone parents, workless households and those families who are less likely to participate in centre services. Families' participation in services is monitored appropriately to ensure that those most in need of support attend.
- Staff effectively build trusting relationships with the small minority of families who access outreach support and are persistent in their aim to engage them in centre services. They have a good knowledge of the varied issues surrounding some families, including those experiencing financial difficulties, isolation or mental health issues. For instance, a parent told inspectors that: 'Outreach staff really helped me, if not for their support I would have lost my children. You only have to ask for help and they are always there for you. They are fantastic.'
- Staff work hard to make sure that parents are aware of all the help that may be available to them including their children's entitlement to free early education. As a result, most three- and four-year-olds and the large majority of two-year-olds take up their places in good or better early years provision.

## The quality of practice and services

## Requires improvement

- The centre works closely with health partners to support families to lead healthier lifestyles. For instance, antenatal, postnatal and 'Healthy Child Drop-in' sessions are delivered weekly in the centre. Groups such as, 'Busy Bodies' and 'Tots On The Move – Baby Bliss' sessions promote fun physical exercise for children and parents. As a result, the proportion of young children who are obese has reduced and is now below the Manchester average. However, the proportion of mothers who keep breastfeeding for at least six-to-eight weeks is below both the local and national average. In addition, the centre does not always receive robust and timely key health information from its partners about families living in the area. This hinders sharper and more rapid monitoring of the full impact of its services.
- Regular contact with some workless families living in the area is maintained and they are offered an appropriate range of parenting courses and family learning. However, the centre and its partners are unable to demonstrate that enough of these adults access accredited learning courses, including English, mathematics and computer skills, or training and volunteering opportunities to help to improve their chances of finding employment. Systems to track adults' progress towards learning and employment are not sufficiently well developed. As a result, the centre is unable to provide clear evidence of how it is improving the economic well-being of families and raising aspirations.
- Partnerships with all schools and early years providers in the area are strong. Together, they share good practice and identify areas for development through the well-attended 'School Readiness Forum'. As a result, they have high aspirations for improving the lives of children and their families. Programmes such as, 'Ready For School' are effective in helping children to gain the skills necessary to start school and in supporting parents to understand better how they can support their child's learning. As a result, outcomes at the end of the Early Years Foundation Stage are improving and are above the Manchester average.
- Families who access the centre's services benefit from an appropriate range of good quality activities. Outreach workers identify, plan and provide support appropriately for the small minority of families that are referred to them and identified as most in need of support. Consequently, these parents enjoy a range of opportunities through one-to-one support in the home to deal with issues, such as domestic violence, housing and managing their child's behaviour. This has a positive impact on family life.
- Some parents have good opportunities to enhance their parenting skills and increase their understanding of how to keep their child safe by attending relevant courses. For example, parents enjoy regular safety awareness events and courses on managing children's behaviour. As a result, the centre is improving life chances and reducing inequalities effectively.

## The effectiveness of leadership, governance and management

## Requires improvement

- Leadership, governance and management are not ensuring that the centre's services are making a difference to enough priority families.
- The new Family Action centre manager and the coordinator for children's services have worked hard to gain a good awareness of most of the centre's strengths and weaknesses quickly. They are committed to driving further improvements with the support of the local authority that provides an appropriate range of management information and data to enable leaders to monitor the centre's ongoing performance.
- However, targets for improvement set by both the local authority and centre leaders are not always realistic or precisely matched to the needs of the reach area. This hampers leaders and advisory board members from monitoring robustly the impact of the centre's services on reducing effectively any inequalities for children and families and from ensuring further improvements. As a result, the centre is not in a secure position to demonstrate fully that it is making a sufficient enough difference to the lives of families in the community.
- The well-attended advisory board is supportive and receives appropriate information about the

centre's performance, including the quality of practice and services and the management of staff performance. However, the new centre leaders recognise that the advisory board does not challenge sufficiently or hold the centre to account for its work in reducing inequalities with enough rigour. Members of the advisory board do, however, demonstrate a clear commitment to addressing this issue in a timely manner.

- There are not enough opportunities for parents to contribute to shaping the future direction of the centre. For example, too little has been done to gather a wide range of parents' views on the quality of services or to ensure that their voices are heard effectively in the advisory board.
- New managers are ably supported by a small but well-qualified staff team who are dedicated to improving provision and reducing inequalities. Staff are supervised well and attend a good range of relevant courses to further their skills and experience. 'They are a fantastic staff team, nothing is ever too much trouble' is a typical comment from health partners.
- Safeguarding arrangements meet statutory requirements. At the time of inspection, the centre was not involved in supporting any children identified as children in need, looked-after children or those who are subject to a child protection plan or the Common Assessment Framework (CAF). Evidence seen from very recently closed case work shows that when outreach staff do provide support for these families, it is of good quality, records are well maintained and families' circumstances improve.
- The centre provides a good environment for the delivery of services. Centre leaders work hard to ensure that financial resources are used as well as possible to meet the needs of the community and to avoid duplication of partner agencies' work.



## 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**

<b>Unique reference number</b>	22136
<b>Local authority</b>	Manchester
<b>Inspection number</b>	464706
<b>Managed by</b>	Family Action on behalf of the local authority
<b>Approximate number of children under five in the reach area</b>	1074
<b>Centre leader</b>	Sandra Wright
<b>Date of previous inspection</b>	9 July 2010
<b>Telephone number</b>	0161 227 3518
<b>Email address</b>	sandra.wright@family-action.org.uk

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# Collyhurst Nursery School and Children's Centre



Teignmouth Avenue, Collyhurst, Manchester, Lancashire, M40 7QD

<b>Inspection date</b>	23 July 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Leadership and management are visionary and inspirational. Qualified staff share their outstanding teaching practice across the setting.
- All staff have very high expectations of children's achievements. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make rapid progress from their starting points.
- Excellent high-quality resources and the vibrant, exciting indoor and outdoor environment excite and enthuse children to explore and fully engage in their play and learning.
- Excellent partnerships between parents and staff ensure parents are kept well informed about their child's developmental progress.
- Children quickly develop strong emotional attachments with their key person due to the highly-effective settling-in procedures and information sharing with parents.
- Qualified and experienced staff act as mentors to newly recruited staff. The excellent, purposeful induction procedure and regular staff supervision ensures high-quality teaching remains consistent to support children's learning throughout the nursery.
- Highly effective partnerships with the children's centre, schools and specialist services ensure the individual needs of all children are exceptionally well met.
- A wide range of robust policies and procedures are in place. All staff have completed relevant safeguarding training and effectively translate their knowledge into practice. This ensures that children's welfare is given a high priority.
- Robust progress checks for two-year-old children enable any individual needs to be identified and met quickly.

## **What the setting needs to do to improve further**

### **To further improve the quality of the early years provision the provider should:**

- consider further enhancing very young children's already excellent self-care skills.

### **Inspection activities**

- The inspector observed activities in the indoor and outside learning environments and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, including a safeguarding policy, and looked at children's assessment records and planning documentation.
- The inspector looked at various documents, checked evidence of staff suitability, the qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of views of parents and carers spoken to on the day.

**Inspector**  
Kim Boughey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Highly skilled staff have an excellent understanding of the requirements of the Early Years Foundation Stage and how children learn. They plan and provide a rich variety of highly stimulating, challenging learning opportunities. Children are highly motivated and very confident as they engage enthusiastically in learning. Children initiate many activities themselves and staff skilfully follow their interests. Staff empower older children to confidently lead games. Children role model how to take turns, follow instructions and problem solve. Children are articulate as they explain the purpose of the activity to younger children who are new to the setting. Children are quickly developing essential skills for future learning and they are extremely well prepared for starting school. Staff make regular, detailed observations and assess children's progress exceedingly well. This information is used effectively to identify the next steps in children's learning. Parents are fully involved in purposeful planning, which supports children's learning at home.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children are supported extremely well to develop their independence and self-care skills. Staff know the children exceedingly well and recognise when they are ready to take responsibility for managing their own needs. Children have access to an outstanding outdoor area where they are extremely confident and self-assured as they explore the highly stimulating, challenging equipment which further promotes their physical skills. Very young children confidently make choices but they are not always encouraged to be independent at every available opportunity. Children's behaviour is exemplary due to the excellent staff role modelling and highly effective routines and boundaries in place. Children are learning about healthy lifestyles and their health and well-being is exceptionally well-promoted.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Managers effectively monitor the quality of teaching through regular observations of staff practice. Regular opportunities are provided for staff to reflect on practice and identify their training needs. Managers ensure any training accessed is quickly embedded in practice. For example, following recent training to support children's communication and language development, the setting now provide an excellent communication-friendly environment. This has had a positive impact on supporting all children in rapidly developing their language and literacy skills. There is an ethos of continuous improvement embedded across the setting, involving governors, staff, children and parents. Meticulous analysis of information relating to the monitoring and tracking of children's progress enables leaders and managers to focus on any gaps in areas of learning and put robust action plans in place. Highly effective strategies to engage all parents in their children's learning provide further purposeful learning opportunities at home for children.

## Setting details

<b>Unique reference number</b>	EY309882
<b>Local authority</b>	Manchester
<b>Inspection number</b>	856660
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	110
<b>Name of provider</b>	The Governors of Collyhurst Nursery School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 2051744

Collyhurst Nursery School was registered in 2005. The nursery employs 19 members of childcare staff. All staff hold appropriate early years qualifications from level 3 to level 6. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is linked to a Sure Start children's centre and nursery school.

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# Sale Road Nursery

Sure Start, Sale Road, Manchester, M23 0JX

<b>Inspection date</b>	4 June 2015
Previous inspection date	25 July 2014

	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Recruitment procedures are not robust enough to check staff suitability, including obtaining Disclosure and Barring Service checks. Furthermore, records of the identity and qualification checks that have been carried out are not available.
- Managers have failed to ensure that appropriate action is taken when concerns about inappropriate behaviour displayed by staff have been raised.
- Staff in the baby room do not always routinely clean outdoor toys, to promote the good health of children.
- Managers do not always respond to written parental complaints appropriately.
- Staff in the baby and toddler rooms do not always protect children from the sun during outdoor play.

### It has the following strengths

- Partnerships with parents are strong because staff regularly share information with them, which promotes consistency of care and learning for children.
- Staff observations and assessments of children are accurate. Managers successfully track children's development to check for any potential gaps in their learning, which means they are addressed swiftly.
- Managers have focused their improvements on evaluating staff teaching to support them in their interactions with children. As a result, staff now challenge children's thinking through the use of purposeful questions, and the quality of their teaching has significantly improved.
- Since the last inspection the majority of the staff have undergone first-aid training. As a result, they are able to deal with emergency situations more efficiently. This helps to keep children safe.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- implement safeguarding policies and procedures at all times, with particular regard to understanding statutory responsibilities for notifying agencies, including Ofsted, without delay when concerns arise about inappropriate behaviour displayed by the staff
- promote children's good health at all times by ensuring toys and equipment in the outdoor area where babies play are suitably cleaned before use, and protect all children from the sun during outdoor play
- ensure procedures for dealing with written parental complaints are adhered to so that all complainants receive information of the investigation that has been carried out and of the outcome
- ensure that robust vetting processes are in place to check that staff looking after children are suitable to do so, including carrying out Disclosure and Barring Service checks and appropriately recording the identity and qualification checks that have been carried out for all staff.

### **To meet the requirements of the Childcare Register the provider must:**

- keep a record of complaints, including the outcome of the investigation, the action the provider took in response and of the outcome of the complaint (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health of the children (compulsory part of the Childcare Register)
- ensure staff are suitable to work with children, including obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure lead practitioners liaise with the Local Safeguarding Children Board and Director of Children's Services as appropriate (compulsory part of the Childcare Register).

## **Inspection activities**

- The inspector observed children during activities, both indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the staff and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's self-evaluation.

### **Inspector**

Helen Gaze

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The majority of the staff are qualified. They have a good understanding of the learning and development requirements, and this supports them to provide children with a wide range of interesting activities that meet their specific learning needs. As a result, children are interested and engaged and they acquire the necessary skills for future learning and for school. Staff pay particular attention to developing children's emergent language. In the baby room, staff provide a running commentary and introduce new words as babies explore and investigate in the sand. Toddlers enjoy story and rhyme time, which staff make exciting and fun as they leave gaps for children to think of what comes next. Children have good opportunities to develop their mathematical skills as they play with shape sorters, fill and empty containers in the water tray and count with staff as they play. As a result, children make strong progress from their starting points.

### **The contribution of the early years provision to the well-being of children is inadequate**

Children's health is compromised because although staff complete risk assessments to check equipment is safe, they do not recognise that it requires cleaning before it is used by babies. Children enjoy outdoor play. They have good opportunities to practise their physical skills as they run and climb. However, children in the toddler and baby rooms are not adequately protected from the sun because staff do not encourage children to play in the shade and to wear sun hats, and they do not check if children are wearing sunscreen. Staff are, however, caring and sensitive and are deployed well, which promotes children's good behaviour. They provide a nurturing environment and respond well to children's needs. They soothe babies to sleep when they show signs of tiredness. Older children learn to do things independently as they serve themselves at lunchtime and choose resources for themselves.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

Managers lack knowledge of the safeguarding and welfare requirements, which has resulted in several of these not being met. Staff demonstrate a suitable understanding of safeguarding practice, including the possible signs of abuse and neglect. Although there are appropriate safeguarding policies and procedures in place, including whistle-blowing and a mobile phone policy, children are not adequately safeguarded. Managers have not taken appropriate action to report concerns to the relevant authorities, including Ofsted, about inappropriate behaviour displayed by staff. Managers do not always respond appropriately to written parental complaints, including investigating in a timely manner and informing complainants of the outcome. Recruitment procedures are not rigorously followed to check staff are suitable to work with children, including completing Disclosure and Barring Service checks for new staff. Furthermore, information of the qualification and identification checks that have been carried out for these staff are not available for inspection. There are systems in place to ensure the ongoing suitability of staff, and managers suitably understand the disqualification requirements.

## Setting details

<b>Unique reference number</b>	EY475028
<b>Local authority</b>	Manchester
<b>Inspection number</b>	985269
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	51
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Paint Pots (Manchester) Ltd
<b>Date of previous inspection</b>	25 July 2014
<b>Telephone number</b>	01619982798

Sale Road Nursery was registered in 2014. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at levels 2 or 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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# Kidspiration Limited

1a Gorton Lane, Gorton, Manchester, M12 5DF



## Inspection date

28 May 2015

Previous inspection date

30 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The management team and staff have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and offer a range of inspiring teaching strategies and resources to support children's development. Children are well prepared for the next stage in their future learning and make excellent progress.
- Superb systems are in place to observe and assess children's progress. Skilled staff plan activities, which provide a wealth of learning experiences. Activities are extremely flexible to meet the needs of children and support developing skills. Children's independence is promoted at all times. As a result, children are extremely confident and are active learners.
- Positive relationships are evident between children and staff. Staff work extremely closely with parents to understand children's needs. Expectations for children are very clear and behaviour is excellent. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported very well.
- Staff attend statutory and non-statutory training opportunities. The nursery is part of a number of initiatives which develop staff knowledge to incorporate new teaching techniques. There is an ongoing commitment to continued professional development. This has an extremely positive impact on children's learning and development.
- Excellent self-evaluative practices are in place. The views of children, parents and staff support the management team in identifying clear priorities for ongoing improvements. Outstanding partnerships with parents and other professionals result in children's needs being given the utmost priority.

## **What the setting needs to do to improve further**

### **To further improve the quality of the early years provision the provider should:**

- continue to extend the already outstanding learning opportunities in the outdoor area by further enhancing resources to promote children's physical play.

### **Inspection activities**

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the manager and the owner at different times throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector looked at the provision's self-evaluation processes and observed that appropriate suitability checks were in place for all staff.

### **Inspector**

Elisia Lee



## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Highly skilled staff have an excellent knowledge of how to promote and facilitate children's learning. A comprehensive observation and assessment system is in place. This allows staff to have an excellent understanding of children's developmental stage and actively promote children's next steps in learning. Planned activities are very flexible to meet children's needs and support children in all areas. Younger children enjoy playing in water. Staff encourage children to count ducks in a row, talk about more and less and explore the concept of floating and sinking. Older children enjoy identifying different sounds on a compact disc player. This supports understanding of letters and sounds. Staff ignite children's imagination and ask questions, which promotes children's thinking skills. As a result, teaching has an excellent impact on children's learning. Children are developing essential skills for future learning and are making rapid progress. Established partnerships with parents and other professionals actively contribute to children's development.

### **The contribution of the early years provision to the well-being of children is outstanding**

Superb positive attachments are in place. Staff are excellent role models; they promote children's language, follow their natural interests and model how to use different resources. Children are confident, extremely settled and happy. Staff have high expectations for children. Routines promote learning and children are encouraged to develop their independence at all times. Staff offer consistent praise to children and children's behaviour is excellent. Staff understand children's care needs extremely well and follow routines from home to provide consistency of care. Children are supported well during times of change. This means that children's emotional well-being is superbly promoted. Children access a range of innovative activities in the inside and outside areas as they make choices and initiate their own play. For example, children grow their own herbs and vegetables. However, staff are in the process of adding more resources to support children's physical skills, in the outdoor area.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The management team and staff fully understand and implement the requirements of the Early Years Foundation Stage. There is a high regard to risk management and safeguarding children. The well-qualified staff attend a wide range of targeted training opportunities and take part in many early years initiatives, which promote children's learning. This has an extremely positive impact on children's progress. Staff constantly review and evaluate practice, which means that nursery practice is significantly enhanced. Managers are highly motivated and have a clear vision of future improvements. Recommendations from the previous inspection have been addressed. For example, staff have reviewed their assessment process, which has highlighted unique aspects of the different stages of childhood. Assessment is rigorous, which means that any gaps in children's learning are identified and closed extremely quickly. In addition, there are robust mentoring procedures, which ensure that practice is of the highest standard.

## Setting details

<b>Unique reference number</b>	EY383158
<b>Local authority</b>	Manchester
<b>Inspection number</b>	858809
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Kidspiration Limited
<b>Date of previous inspection</b>	30 November 2009
<b>Telephone number</b>	01612237419

Kidspiration Limited was registered in 2009 and is a privately owned company. The nursery employs 19 members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 6, 15 members of staff hold an appropriate early years qualification at level 3, one member of staff holds an appropriate early years qualification at level 2 and one member of staff is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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