

School report



Ashbury Meadow Primary School

Rylance Street, Beswick, Manchester, M11 3NA

Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
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.

- The headteacher provides energetic and inspirational leadership for this outstanding school.
- Senior leaders set exceptionally high expectations for pupils and staff. They are excellent role models for everyone who learns and works in the school.
- Leaders at all levels have been highly effective in improving the quality of teaching so that it is now outstanding.
- All groups of pupils including disabled pupils, those who have special educational needs and disadvantaged pupils, make outstanding progress from their starting points.
- Teaching is outstanding. Teachers are determined to provide the best education they can for all pupils who attend Ashbury Meadow.
- Leadership of early years is outstanding. Children achieve extremely well because of the wide range of high-quality and enjoyable learning experiences provided.
- Pupils who join the school at other than the usual time, including those who are new to the country and speak little or no English, are helped to settle well. They quickly make new friends and make the same excellent progress as other pupils.
- There is a strong sense of community in this harmonious and inclusive school. The school welcomes and celebrates the diversity of pupils.
- Pupils say they feel very safe and cared for well.
- Relationships between staff and pupils are a real strength of the school.
- Pupils' behaviour and their safety are outstanding.
- Parents are very happy with the school's work. They appreciate the nurturing environment which helps their children thrive.
- The school works effectively with outside agencies to provide pupils with the best possible support for their academic and emotional development.
- Teaching assistants are highly effective in their work with individuals and small groups.
- Subject and middle leaders make a very strong contribution to improvements in pupils' achievement in their areas of responsibility.
- The governing body is highly effective in holding leaders to account for the school's performance.
- Work is under way to further develop pupils' reasoning and thinking skills in mathematics and leaders know there is still more to do.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time. They observed learning in classes including some jointly with the headteacher.
- The inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. Inspectors talked to pupils about the books they have enjoyed and those that they are currently reading. Inspectors took note of displays around the school and the learning taking place outdoors.
- Inspectors talked with pupils informally as they played at break times and visited the dining hall at lunchtime and observed pupils' behaviour as they moved around school. They met formally with three groups of pupils.
- Inspectors met with five governors. They spoke to a representative of the local authority, an external consultant working with the school and met with members of school staff.
- Inspectors spoke to a number of parents at the start and end of the school day and took account of a letter from a parent. There were insufficient responses to Parent View, the online parent questionnaire, for the responses to register. Inspectors also took account of the school's most recent questionnaires issued to pupils and to parents and 33 returns to the staff questionnaire completed during the inspection.
- Inspectors examined a range of documents, including information about pupils' progress, school improvement and external views of the school. Inspectors also scrutinised records relating to behaviour, attendance and safeguarding completed by school staff.

Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

Anthony Kingston

Additional Inspector

Full report

Information about this school

- The school is similar in size to most other primary schools.
- There is a much higher than average proportion of boys in most year groups.
- The number on roll has risen significantly since the last inspection. The school is gradually moving towards two classes for each year group. A second Reception class opened in November 2013 and there are now two classes in Year 1 and one class in each of the other year groups.
- Nursery children join the school in the term of their third birthday and attend part time. Children attend the Reception classes full time.
- The large majority of pupils are from minority ethnic groups. At 65%, the proportion of pupils who speak English as an additional language is more than three times the national average. Some join the school soon after entering the country and many are at an early stage of learning English.
- The proportion of disabled pupils and those with special educational needs is similar to the national average.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium funding, is double that found in most other schools. The pupil premium is additional funding provided for those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who join or leave the school at other than the usual times is high when compared to the national average.
- The school has experienced changes to staffing since the last inspection, including the appointment of a new headteacher in September 2013.
- A building programme is underway to significantly increase the size of the school building.
- 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.
- The governors provide breakfast and after-school clubs for pupils who attend the school.

What does the school need to do to improve further?

- Continue to provide pupils with more opportunities to develop their reasoning and thinking skills in mathematics.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides extremely effective leadership. She is very ably supported by the deputy and assistant headteachers and together they have established a culture of high expectations for staff and pupils. A strong team has been created and staff say they are proud to work at Ashbury Meadow. The school is well placed to continue to improve.
- Excellent leadership of teaching and learning by senior and middle leaders means that checks on the performance of teachers are rigorous and challenging. Teachers are given clear and constructive guidance on how to improve their practice and they appreciate the opportunities they are given for training and development.
- Knowledgeable subject leaders, including those for English and mathematics, check regularly on aspects of teaching to identify priorities and put actions effectively into place to tackle any concerns. They spend time coaching and working alongside teachers in the classroom, sharing the most effective practice. Teachers new to the profession particularly benefit from this ongoing support.
- All leaders know the school's strengths and areas to develop very well. School plans clearly identify the correct priorities for improvement, for example, the development of pupils' thinking and reasoning skills in mathematics is a key focus. Regular and thorough analysis of pupils' attainment and progress has ensured that achievement for all pupils has improved over time. The needs of pupils who join the school during the year, including those who are newly arrived in the country and speak little or no English are quickly identified. Consistently high quality teaching of phonics (letters and the sounds they make) is particularly effective in helping pupils learn to speak English.
- Additional funding to support disadvantaged pupils is spent very effectively. As a result of highly effective additional support, the gaps between their attainment and others' are closing. These pupils make outstanding progress from their individual starting points.
- Vulnerable pupils are supported extremely well. The school deserves its good reputation for success in meeting the needs of these pupils. A wide range of well-established partnerships with external agencies contribute well to this work.
- Staff know pupils very well as individuals and ensure that their needs are fully met. Excellent relationships are fostered with parents and outside agencies. Ashbury Meadow is a very inclusive school and all staff ensure that all pupils have equal opportunity to excel. Discrimination of any kind is not tolerated.
- The school provides a well-planned, rich and vibrant curriculum which captures pupils' interests and their awareness of their local area. It opens their horizons to the world beyond. Methods to assess the new curriculum are well-established and providing school leaders with an excellent understanding of the progress made by pupils.
- The primary school sports funding is being spent very effectively. Additional coaching for pupils, including those with gifts and talents in this area, and training for staff has resulted in increased participation in activities. Pupils report that the quality of teaching in physical education has improved and an enhanced range of sporting activities are available to them. Pupils are proud to have represented their school and gained a number of trophies following sporting competitions with local schools.
- Manchester City Football Club is a valued partner of the school, not only in physical activities but also in building pupils' self-confidence and raising their self-esteem.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils learn about different faiths and British values are promoted very well. The weekly 'question of the week' assemblies provide opportunities for pupils to consider issues like 'What if all people looked the same?' or 'Do you agree there should be no rules?' These questions are shared with parents so that they can carry on the discussions at home.
- Safeguarding arrangements are effective. Leaders ensure that staff training is kept up to date and systems and procedures are robust and are checked regularly.
- The local authority recognises the many strengths of the school and provides appropriate light touch support. The current building programme and ongoing move to double the number of pupils on role demonstrates the local authority's confidence in the school and its leaders.
- **The governance of the school:**
 - Governors are highly ambitious for the school and share the passion and determination of the headteacher to make the school the best it can be.
 - Meetings with the school council and regular visits ensure governors have a first-hand view of school life. Detailed reports from senior leaders provide the governing body with a clear picture of all aspects of the school's performance. Governors use their skills to robustly challenge and effectively support

school leaders. Together with the headteacher, they have ensured that a clear focus on improving the quality of teaching and raising achievement has been maintained despite the challenges presented by the large building programme and the increase in the number of pupils.

- Governors have an excellent understanding of the quality of teaching and arrangements for the management of teachers' performance. They understand teachers have targets to reach and these are used to hold teachers to account for pupils' achievement and to reward effective teaching.
- The governing body ensures that the finances of the school are managed efficiently. They check that the primary sports funding is deployed effectively. Governors know how well the pupil premium is spent and the very good impact it has on the achievement and personal development of disadvantaged pupils.
- Rigorous monitoring by governors ensures that the school meets its statutory duties including those for safeguarding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely proud of their school. They are friendly and make visitors and new pupils very welcome. All staff have the highest expectations of behaviour and this is reflected in the polite and well-mannered way that members of the school community conduct themselves.
- Pupils appreciate the diversity of the different cultures and experiences they bring to the school. As one child explained in this multicultural school where all are valued, 'we're like a mini world.'
- In lessons, pupils regularly display the qualities and values the school expects of learners at Ashbury Meadow. They are encouraged to be curious and develop enquiring minds. Pupils show much independence and resilience when tackling the tasks set by teachers.
- There is a calm and purposeful atmosphere in the school. Routines are well established and adhered to even by the youngest children in early years. Pupils move around in an orderly manner and show great respect for each other and the staff. A few pupils who do sometimes find it difficult to manage their own behaviour are helped to do so sensitively by the adults.
- Pupils make an excellent contribution to the life of the school and they relish taking on many responsible roles. This effectively extends their understanding of British values. For example, older pupils act as playtime buddies or 'Ash Buds'. One explained to an inspector how proud he was to be an 'Ash Bud'. He takes seriously his job which is 'to make sure everyone gets a friend to play with'.
- The school has worked hard to improve attendance over the last few years with much success. The daily 'Beat the Bell' arrangements are very popular. Overall attendance is now a little above average and most of the pupils who previously found it difficult to attend school regularly now do so.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and cared for well. The school's most recent pupil and parent questionnaires support this view.
- Weekly 'safety' assemblies and class based learning opportunities effectively develop pupils' understanding of how to keep healthy, stay safe and manage risks. Pupils are well informed about the different types of bullying, including the risks posed through unsafe use of the internet and mobile technology. Older pupils, in particular, have a very good understanding of the various kinds of prejudice based bullying. Pupils explained that 'name calling can hurt the heart and the head'. Pupils say there is very little bullying and that staff deal with any incidents swiftly. Staff keep meticulous records and follow up is rigorous.
- The pastoral team provide very effective support for pupils who might have worries or concerns. School staff work very effectively with external agencies to support children and their families, particularly those whose circumstances might make them vulnerable. The very high exclusion rates seen in 2012 and 2013 reduced significantly last year and current records show rates are now very low.
- The school site is completely secure. Any visitors are checked thoroughly before they enter the school's premises.

The quality of teaching is outstanding

- The headteacher and other senior leaders' focus on improving this aspect of the school's work has moved the quality of teaching to outstanding.

- Teachers have high expectations of what pupils can achieve and set work that is challenging for all groups, including the most able and newcomers to the school. Careful questioning checks pupils' understanding and makes them think deeply about new ideas. Pupils rapidly acquire new knowledge and develop new skills because teachers provide clear explanations of learning. Lessons are very carefully planned to take full account of what has been learnt previously.
- Excellent relationships between staff and pupils mean that pupils are prepared to try hard and are not afraid to make mistakes. The skilled team of support staff make a major contribution to pupils' learning. They are carefully deployed and well briefed so that they know precisely how to help pupils during lessons. This is very effective for pupils who are new to learning English and those who need a little extra help with their learning.
- Teachers' strong subject knowledge, commitment and enthusiasm lead to pupils developing a love of learning. They use their accurate knowledge of how well pupils are doing to provide tasks which are matched closely to different needs and abilities. As a result, pupils learn successfully, grow in confidence and make rapid gains in their learning.
- Teachers' carefully follow the school's marking policy. The clear guidance provided by teachers' marking helps pupils understand how to improve their work. Regular 'closing the gap' times are provided to enable pupils to make corrections and act on the guidance provided. As a result, progress is rapid because misconceptions are addressed quickly and pupils are challenged to make their work even better.
- Pupils appreciate the way teachers make work interesting by often linking different subjects together. They think this makes learning more purposeful and say teachers make learning fun. Teachers provide regular opportunities for pupils to practise and develop their basic reading, writing and mathematics and information and communication technology (ICT) skills in other subjects.
- The teaching of disabled pupils and those who have special educational needs is highly effective. This is because their personal and learning needs are identified accurately and individuals and groups benefit immensely from the skilful support of well-trained teaching assistants.
- There is a consistent and highly effective approach to the teaching of reading across the school. Teachers and teaching assistants are trained very well in teaching phonics. Starting in the early years, children get an excellent start to learning phonics so all children, and particularly those new to speaking English, make rapid progress. Teachers make sure that pupils develop a love of reading from the start and inspire pupils to read widely and for enjoyment as they move through the school.
- Writing has been a focus for the school and grammar, spelling and punctuation skills are taught very well and enhance pupils' skills. Teachers provide many opportunities for pupils to talk and rehearse their writing. They explain clearly what makes a successful piece of writing. All pupils, including those in Reception, use the same 'story map' format to plan their writing. This ensures consistency across the school and enables pupils to build on their skills as they move from class to class.
- Mathematics is taught very well. Teachers ensure pupils have an excellent grasp of the basic number facts and calculation skills appropriate for their age. They use quick checks in lessons to ensure that pupils can quickly recall and use this knowledge to solve problems. For example, Year 5 pupils confidently manipulated number sentences and equations to find inverses and decimal equivalents. Leaders have correctly identified that not all staff are confident teaching aspects of the mathematics curriculum to deepen pupils' reasoning and thinking skills. Staff training is underway to develop this aspect of teaching further.
- Homework is used well to extend pupils' learning beyond the classroom.

The achievement of pupils

is outstanding

- Pupils' work and the information the school holds about the achievement of pupils show that as the quality of teaching has moved to outstanding so has the progress of pupils. Overall achievement is now outstanding.
- Almost all children who enter the early years do so with skills and understanding below those typical for their age and many have limited understanding of the English language. Children make excellent progress and are well-prepared for the Year 1 curriculum.
- This outstanding progress continues across the school. In 2014, almost all pupils in Year 6 made the progress expected of them in reading, writing and mathematics and the proportion making better than expected progress was high compared to the national average. By the end of Year 6 most pupils had reached the standards expected for their age in all three subjects and a good proportion reached the higher levels. Some pupils gained the highest Level 6 in mathematics and grammar, spelling and punctuation.

- Standards at the end of Key Stage 1 are in line with the national average and are continuing to rise with more pupils in the current year group working at the higher levels in reading, writing and mathematics.
- Pupils make rapid progress in phonics because of the high quality of teaching. As a result the proportion of pupils reaching the expected standard at the end of Year 1 is improving year-on-year and was above the national average in 2014.
- In the 2014 national tests for Year 6 pupils, the attainment of disadvantaged pupils was similar to other pupils both within the school and nationally in writing. It was around a term behind in reading and two terms behind in mathematics compared to other pupils in the school and non-disadvantaged pupils nationally. Disadvantaged pupils make similar excellent progress as other pupils in all subjects from their starting points in the school. Disadvantaged pupils make better progress than other pupils nationally.
- In the past three years the gaps in attainment between disadvantaged and non-disadvantaged pupils have narrowed in reading and mathematics and closed in writing. The school's present data show that these pupils are now working at very similar levels to other pupils in all subjects across the school.
- Current data show that the most able pupils are challenged appropriately. They are making rapid progress and are working at levels exceeding those expected for their age in reading, writing and mathematics.
- Pupils' individual needs are carefully identified and pupils are provided with excellent support through consistently good and often outstanding teaching. As a result, disabled pupils and those with special educational needs make rapid progress and achieve well as do pupils who speak English as an additional language and those from minority ethnic groups. This demonstrates the school's commitment to equality of opportunity for all to succeed.
- The high proportion of pupils who join and leave the school at other than the usual time can sometimes affect the published data at the end of each key stage. However all pupils, including those who start their primary education in this country when they join the school, make rapid and sustained progress from their starting points.
- Current predictions show that pupils in Year 6 are making rapid progress from their starting points. Standards of pupils who started the school at the usual time are above average in reading, writing and mathematics by the end of Year 6. The learning gaps of pupils in this year group who joined the school at other than the usual time are closing in all subjects.
- Many pupils are confident in number skills but some lack confidence in applying their mathematical understanding which sometimes prevents them doing even better in this subject across the school.
- Almost all parents who responded to the school's questionnaire or who spoke to the inspectors agree that teaching is outstanding and are delighted with the progress their children are making.

The early years provision

is outstanding

- Children enter school with skills that are below what is typical for their age and many have limited skills in speaking English. Throughout the year a significant number of children join and leave Nursery and Reception classes and some children are newly arrived in the country. As a result of highly effective teaching, children including those who join the school at other than the usual time and those who are new to speaking English, make excellent progress from their individual starting points.
- The very large majority of children who join the school at the usual time in Nursery reach a good level of development by the end of Reception. The number of children exceeding expectations is increasing over time. The overall proportion of children reaching a good level of development is close to the national average and they are well prepared for Year 1.
- Outstanding teaching keeps the focus firmly on developing children's communication skills and their ability to read, write and understand number. Teachers and other adults plan activities in the classroom and outdoors which capture children's imagination and encourage them to explore and think creatively. During the inspection, children were taking part in the early years sports day. Parents, children and staff enjoyed this well-planned event. Children were able to show their parents how well they could count as they tossed bean bags and practiced their running and balancing skills.
- Children behave extremely well. They are encouraged to become independent, resilient learners. The children take these qualities with them as they move up the school. Routines are well-established and applied consistently by all adults.
- The leadership of the early years is outstanding. The assistant headteacher provides inspirational leadership. She has established a strong staff team, who all share her determination that all children should enjoy their time in school and achieve as well as they possibly can.
- Children are kept very safe and welfare arrangements are secure.

- Parents are encouraged to spend time in school with their children. Parents hold highly positive views about the care and education provided for their children. They appreciate the wide range of information provided about how well their children are doing.

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>

Inspection report: Ashbury Meadow Primary School, 30 June 2015–1 July 2015

10 of 11

School details

Unique reference number	133770
Local authority	Manchester
Inspection number	461750

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair	Sean McGonigle
Headteacher	Lucy Thomas
Date of previous school inspection	14 November 2011
Telephone number	0161 219 6630
Fax number	0161 231 0372
Email address	admin2@ashburymeadow.manchester.sch.uk

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



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

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

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

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

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

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

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

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

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

© Crown copyright 2014



School report



Green End Primary School

Burnage Lane, Manchester, M19 1DR

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Outstanding 1
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.

- In this outstanding and harmonious school, absolutely nothing is left to chance. The executive headteacher and the head of school are well organised and highly effective in their roles.
- Together with a highly skilled, and fully involved governing body, senior leaders constantly drive school improvements forward ensuring that teaching and pupils' learning are outstanding overall.
- Leaders responsible for English and mathematics, and the middle leadership team, are highly efficient, and make an outstanding contribution to improving the quality of teaching and learning.
- Pupils benefit from an outstanding and exciting curriculum, which develops their reading, writing and mathematics skills exceptionally well.
- Pupils' behaviour is outstanding, and their attendance is above average. Pupils are very respectful, and say that they love their educational visits, clubs, and sporting activities.
- The school's work to keep pupils safe and secure is outstanding.
- The quality of teaching, including in the early years, is outstanding. Teachers and teaching assistants know pupils exceptionally well, and provide activities which stimulate their interests.
- The work of staff to develop pupils' spiritual moral, social and cultural understanding is exemplary. This helps pupils to become model 'Global Citizens'.
- All pupils made at least good, and often outstanding progress, in reading, writing and mathematics by the time they left school at the end of Year 6 in 2014, and continue to do so this year.
- Pupils attain well in all subjects and are currently attaining above average standards.
- Standards attained by pupils in Key Stage 1 are continually improving. Pupils made exceptionally good progress in 2014, and continue to do so this year.
- Occasionally, a few pupils, especially the most able, do not always achieve to the absolute best of their ability in every class.
- Support for pupils with English as an additional language is exemplary. This ensures that they settle into school quickly and make outstanding progress.
- An above average proportion of pupils were secure in their phonic skills and knowledge (linking letters and sounds) at the end of Year 1 in 2014.
- The work of support staff is exemplary. They help to create and maintain the school's cohesive learning community.
- Parents are highly complementary about all aspects of the school, and are of the view that their children are happy, safe, and achieving well.
- All aspects of the early years provision are outstanding. Teachers and teaching assistants have exceptionally high expectations of what children are capable of achieving.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at improving their reading skills. Four joint observations took place with senior leaders.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior leaders.
- Inspectors considered 24 responses to the online questionnaire (Parent View), as well as the school's own surveys of parents' views. A meeting was held with 11 parents.
- A meeting took place with a representative from the local authority.
- Responses to the inspection questionnaire completed by 50 members of staff were considered.
- Meetings were held with five governors, including the Chair of the Governing Body.
- Inspectors met with a number of school leaders, including staff responsible for various subjects and phases, including English, mathematics, early years and the leader responsible for provision for disabled pupils and those who have special educational needs.
- Inspectors examined a range of documents. These included information about pupils' progress, development plans, the school's reviews of its own performance, the school's checks on the quality of teaching, various records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector	Additional Inspector
Mary Hennessy Jones	Additional Inspector
Simon Dyson	Additional Inspector

Full report

Information about this school

- Green End Primary School converted to an academy on 1st September 2013. When its predecessor school, Green End Primary School, was last inspected by Ofsted it was judged to be good overall.
- Green End Primary School is part of The Kingsway Community Trust, which comprises three primary schools. An executive headteacher presides over the three schools, each having a head of school. One governing body presides over the three schools.
- This is an above average sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, those supported by pupil premium funding, is well above average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Three-quarters of all pupils are from minority ethnic groups. More than half speak English as an additional language.
- Children in the early years provision attend the Nursery class, and Reception classes on a full-time basis.
- 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.
- A breakfast club is available for pupils. This is managed by the governing body.
- Since the school became an academy, there have been a number of appointments, including, an assistant headteacher, seven teachers, six teaching assistants, six lunchtime organisers, an information and communication technology manager, and a personal assistant to the executive headteacher.

What does the school need to do to improve further?

- Raise standards of attainment by making sure that all teachers ensure that all pupils, especially the most able, achieve to the absolute best of their ability.

Inspection judgements

The leadership and management are outstanding

- The outstanding leadership of the executive headteacher and head of school, supported by a highly effective senior leadership team and knowledgeable governors, ensure the quality of teaching and pupils' learning are outstanding.
- Over the last two years, the school has gone from strength to strength. The high aspirations and careful planning of senior leaders have galvanised and fully supported teachers, teaching assistants, and support staff, to create and maintain this outstanding school.
- Staff responsible for leading mathematics and English, special educational needs, the early years, Key Stage 1 and Key Stage 2, make an excellent contribution to improving the quality of teaching. They regularly monitor teaching and use a range of indicators to help them to assess its quality. These include observations of teachers' practice, looking at work in pupils' books, talking to pupils about their learning, and analysing data on the performance of different groups of pupils.
- Teachers are set ambitious targets, all of which are linked to the school's aim of continually improving pupils' attainment and progress. Senior leaders ensure that teachers are well supported to reach their targets and enable them to share their good practice with partner schools in the Kingsway Community Trust and further afield.
- School leaders are fully committed to raising standards for disadvantaged pupils. They ensure that the pupil premium funding is used very effectively to provide these pupils with additional support, including in reading, writing and mathematics when it is needed. They also ensure that pupils participate fully in all aspects of school life. The achievement of disadvantaged pupils is close to that of their peers, and better in some year groups. However, no room is allowed for complacency, and work towards eliminating gaps across the school is very successful.
- Pupils benefit from an inspiring and exceptionally well-planned curriculum, that engages their interest, and develops their reading, writing and mathematical skills well. Displays of pupils' high quality art and work in their books cover a wide range of topics, including inspirational world leaders, ancient Egypt and Britain's Black Olympians. All of this, plus the school's links with schools in Europe and Asia helps to develop pupils as 'Global Citizens'.
- The school promotes pupils' spiritual, moral, social and cultural development highly effectively. With more than 33 languages spoken by pupils, from a wide range of cultural and religious backgrounds, staff and pupils have created a harmonious learning community in which all members are respectful of their similarities and differences. Pupils have an acute sense of responsibility when it comes to charity, and have raised funds for many causes.
- Pupils benefit from an exciting range of after-school clubs, which they take up in large numbers. These include choir, sewing, Lego club, gardening, computing and homework club. They enjoy engaging in Bollywood dance, and playing the guitar, and percussion instruments.
- Senior leaders and governors ensure the primary school sports funding is used exceptionally well to engage pupils in competitive sports. Pupils have won many tournaments, including in girls' cricket, netball and football, and can engage in a wide variety of sporting activities, including kick-boxing, gymnastics, dodge-ball and athletics. Such activities support the development of their health and well-being very effectively.
- The school prepares pupils exceptionally well for life in modern Britain. From their direct experience, pupils understand and respect the culturally diverse nature of British society. They have an exceptionally good understanding of democratic principles and know that with their rights, come responsibilities.
- The school promotes outstanding relations with parents. Parents who speak little or no English were highly appreciative of classes to help them to improve their English, those with children with special educational needs indicated that the support they had received had 'transformed their family lives'. All parents value their involvement in reading, phonics and mathematics classes and various events, including Eid, Easter, Christmas celebrations and fundraising.
- The school's work to challenge discrimination, foster good relationships and promote equality of opportunity is outstanding. Close monitoring of individual pupils, and even the smallest of groups, ensures that any pupil in danger of falling behind is immediately identified, supported and put back on-track.
- The school has shared its self-evaluation with a local authority representative, who has observed the school's approach to 'boosting' pupils' reading skills. Most recently, The Kingsway Trusts commissioned a consultant to improve the early years provision which contributed to making its effectiveness outstanding.

- The school takes care to ensure that all statutory requirements for safeguarding are met, and has in place highly effective arrangements for safeguarding pupils. All members of staff are exceptionally well prepared to respond to any concerns raised by pupils and children in the early years.
- **The governance of the school:**
 - Governors have been recognised nationally for their excellent work for which they recently accepted an award at the Houses of Parliament. Governors are exceptionally well trained, and are fully involved in the life of the school. They regularly talk to pupils about their learning and join with members of the school community to celebrate the school's successes.
 - Governors challenge the school and support it in equal measure, working closely with senior leaders to improve the quality of teaching and learning to outstanding.
 - Governors are fully aware of the highly effective work the school has done to, for example, improve the quality of reading across the school and raise levels of attainment. They have a precise understanding of how the school's performance compares to that of all and similar schools.
 - Governors know the quality of teaching is outstanding overall and constantly improving. They are fully prepared to reward teachers for their hard work, but only if they achieve their targets.
 - Governors know the pupil premium funding is making a difference to the educational experience of eligible pupils. They ensure that funding enables their outstanding progress, through high-quality teaching and targeted small-group support and enriches their lives through their participation in clubs, educational visits and a wide range of sports.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils enjoy coming to school. Their attendance is above average and they are very proud ambassadors for their school. Pupils are sensible, highly curious and enjoy learning new things. Pupils' participation in the breakfast club ensures that they are punctual and ready for school. Here they talk and learn with their friends and play traditional board games.
- Pupils are very respectful towards each other and adults. They conduct themselves impeccably when moving around the school and during play times. Pupils are courteous to visitors and enjoy talking about their learning.
- Pupils behave exceptionally well when they come together to celebrate each others' achievements. This was demonstrated during an assembly where pupils were asked to think about what they had achieved this year after a passionately delivered presentation about self-belief.
- Pupils are calm and well behaved in the dining hall. They are smartly dressed and help to ensure that their school is tidy and well looked after and exhibitions and displays of their work are kept in perfect order.
- Pupils' behaviour in class is always at least good. They are always ready to learn and listen carefully to the contributions of their classmates and their teachers' instructions. They always come to class with any necessary equipment, and settle into activities quickly. Pupils take great pride in the presentation of their work and are prepared to carry out detailed research for homework projects. Pupils regularly 'go the extra mile' and produce outstanding and well-informed work linked to their many areas of interest.
- Pupils are studious, and work together exceptionally well in pairs, small groups, and on their own. In class, they are always fully involved in their work and are used to working diligently through various activities.
- Pupils are very earnest about the various areas of responsibility. They are well trained to execute their roles as, for example, student leaders, and members of the school and eco councils. Key Stage 2 pupils enjoy their roles as digital 'whiz kids' and are much appreciated by their younger schoolmates in their 'buddy' roles.
- Pupils are of the opinion that behaviour is good most of the time. The overwhelming majority of parents are of this view too, as are school staff. Inspection evidence, including an examination of the school's behaviour records, indicates that behaviour is typically outstanding over time.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- The school's pastoral staff and parent support workers work closely with pupils and their families,

involving various community-based support services to ensure that pupils and children in the early years, are kept safe and free from harm at all times.

- Pupils, especially in Key Stage 2, have a very good understanding of what bullying is and are adamant that it very rarely, if ever, happens at school. Older pupils know what racist and homophobic bullying is and say that it is wrong to treat anyone differently because of who they are, what they believe in, or because of the colour of their skin.
- All pupils have an excellent understanding of cyber-bullying and know that this can take place on any device that can connect to the internet, including laptops, tablets, mobile phones and hand-held games. They know they should never share personal information with anyone over the internet and to always talk to an adult if they are not sure about the safety of a website.
- Pupils have a highly-developed understanding of safe and unsafe situations. They learn about road safety and cycling proficiency. Visitors from road, police, and fire services help pupils to understand dangers and risks and how to avoid them.
- Through circle time and through the school's personal, social, health and emotional aspects of education programme, pupils learn about the dangers associated with drugs and alcohol. They also learn about the dangers of joining gangs and to be aware of extremist views.

The quality of teaching

is outstanding

- Teachers and teaching assistants work exceptionally well together to ensure that pupils find learning interesting and engaging. Teachers' outstanding training, detailed knowledge of pupils and their abilities, and effective use of information on pupils' performance, enable them to offer a variety of different classroom activities which support pupils' good and outstanding progress.
- Teachers are very proud of their classrooms and rightly so. All offer stimulating displays of pupils' work, and a range of information to help pupils with their reading, writing, grammar, spelling, punctuation and mathematical work.
- Teachers carefully prepare activities which seamlessly link together various themes. This was exemplified in a Key Stage 1 mathematics class where the teacher meticulously planned a range of activities which required pupils to add and subtract different values given to various insects, including a worm, spider and grasshopper. At the end of the session, pupils were asked to find out which numbers they could add to match the number inside a peach. Pupils thoroughly enjoyed their activities and made outstanding progress because their learning was interesting and linked to a story they were reading in English.
- Teachers regularly check pupils' work. Their marking is of an exceptionally high standard, particularly in English and mathematics and is always up to date. Teachers are careful to always identify clearly how pupils can improve their learning and check closely to see if pupils take their advice and improve their work as a result.
- Teachers have exceptionally good subject knowledge in English. In class, they focus on developing pupils' understanding of the structure of the English language and the importance of good grammar. Across the school, including in the early years, pupils are encouraged to use similes, 'interesting adjectives' and alliteration to improve their written work. Teachers' always check pupils' spelling and punctuation. They consistently promote reading, and provide many opportunities for pupils to write in different styles.
- Pupils thoroughly enjoy being challenged. This was the case in a fast moving upper Key Stage 2 mathematics class where pupils were involved in different problem-solving activities linked to the theme of aliens and space, a topic that they were pursuing in English and science. Pupils were eager to add various 1, 2, 3, 4, 5 and 6 digit numbers together, and work out the number of men, women, boys and girls in various towns and cities as they carried out a census on a fictitious planet.
- Specialist teachers and teaching assistants are highly skilled in ensuring pupils and children in the early years, with little or no English, are always fully engaged in learning activities. Teaching staff do this through their highly focused one-to-one work, small-group teaching activities and in providing support in class. On several occasions during the inspection, pupils with English as an additional language were observed making accelerated progress in class. Work in books confirms that all such pupils make outstanding progress over time.
- Teachers' work to develop pupils' debating and communication skills is highly developed. This was exemplified in a class where pupils' showed great sensitivity and understanding in the considerate and intelligent questions that they asked about different family structures and types of relationships.
- Teachers plan activities in class which challenge pupils of all abilities, including disabled pupils and those

who have special educational needs. However, occasionally some pupils, especially the most able, do not achieve to the absolute best of their ability because they are capable of being challenged even further.

The achievement of pupils

is outstanding

- This year, pupils' progress in reading, writing and mathematics is outstanding and even better than in 2014. Current Year 6 pupils are making outstanding progress and are attaining standards which are at least in-line with those expected for their age. This outstanding progress is replicated throughout the school, including in Year 2, where pupils are making accelerated progress in all subjects, and are attaining well. This represents outstanding achievement from their below average starting points.
- At the end of Year 6 in 2014, pupils' attainment was broadly average in reading and mathematics and above average in writing and grammar, punctuation and spelling. This represented at least good and for many outstanding progress from their individual starting points.
- Pupils' attainment at the end of Key Stage 1 in 2014 was broadly average in writing and mathematics and just below average in reading. However, most groups of pupils made at least good and often outstanding progress across both Years 1 and 2.
- Inspection evidence, including a full scrutiny of pupils' work and close checks on the school's own data, show that most groups of pupils are attaining standards which are higher than those expected for their age.
- The proportion of pupils reaching the expected standard in the national phonics screening check at the end of Year 1 in 2014 was above average. School data shows that an even higher proportion of pupils are secure in their phonic skills and knowledge this year.
- Senior leaders have taken rapid action to improve standards in reading and have employed 'reading teaching assistants' who listen to pupils in Reception and Years 1 and 2 classes every day. The excellent advice given to parents on how to support their children's reading at home is having a significant impact on raising standards in reading across the school. Pupils have excellent reading skills. They are well read and enjoy poetry and books written in different styles.
- The vast majority of teachers routinely focus on deepening pupils' knowledge and mastery of mathematics. Teachers' excellent training and skills enable them 'tease-out' the relevance of mathematics in everyday life and enhance pupils' problem-solving skills. This outstanding practice has supported pupils' excellent progress across all classes, including children in the early years.
- Pupils' above average attainment and outstanding progress in writing at the end of Year 6 in 2014 is replicated across most classes. Evidence of this is in pupils' books where they demonstrate their excellent ability to write in different styles and produce extended and interesting accounts of their many school trips and educational visits.
- Pupils with English as an additional language, including those who enter the school mid-way through the year and with little or no English, quickly integrate into the school and progress outstandingly well. This is due to the exceptional care, support and teaching that they receive from highly-skilled and knowledgeable teachers, teaching assistants, and support workers. These pupils' progress at the end of Year 6 in 2014 was at least good in all subjects and outstanding in writing and grammar, punctuation and spelling.
- Pupils from all minority ethnic groups make good progress in all subjects across Key Stages 1 and 2. For example, the attainment of the school's largest minority ethnic group, Pakistani pupils, was above average at Level 5 in grammar, punctuation and spelling at the end of Year 6. However, the school is careful to ensure that other ethnic groups, White British, for example, progress well too. Inspection evidence, including the school's own data shows that these pupils are making at least good progress in all classes.
- Disabled pupils and those who have special educational needs are exceptionally well supported by well-trained teachers and teaching assistants, who work in close partnership with parents. By the end of Year 6 in 2014, these pupils had made outstanding progress from their individual starting points. This outstanding progress was replicated across most classes in 2014 and continues to improve this year.
- In Year 6 in 2014, the attainment of disadvantaged pupils was less than a term behind that of other pupils in school in reading and about a term and a half behind in writing and mathematics. Disadvantaged pupils' attainment was broadly the same as other pupils nationally in mathematics, and less than a term behind in reading and writing. In some classes, disadvantaged pupils' progress is at least as good as their peers, as it was at the end of Key Stage 2 in 2014. Any gaps between disadvantaged pupils and their peers in school are rapidly closing.
- Senior leaders regularly scrutinise pupils' books to check to see if all pupils, including the most able, are

fully challenged in their work. Currently, the most able pupils in Year 6 are making outstanding progress and are engaged in work at an exceptionally challenging level. Occasionally, this is not always the case in every class. Senior leaders have made it a priority to raise attainment even further by making sure that all teachers ensure that all pupils, including the most able, achieve to the absolute best of their ability.

The early years provision

is outstanding

- The leadership and management of all aspects of the early years provision are outstanding. Teachers, teaching assistants and all early years staff have exceedingly high expectations of what children are capable of achieving. They plan stimulating and exciting activities which broaden children's understanding and knowledge of the world, offer regular visits to places of interests, and take every opportunity to invite visitors into the early years to meet the children, and talk about their work.
- Children enter the Nursery class with skills and abilities which are below those typical for their age in all areas of learning. The skills of many children are especially weak in language and communication and a high proportion has little or no English. However, teachers ensure that pupils' lack of English does not become a barrier to their learning. All children get off to an excellent start in the Nursery class because of the exceptionally good care and support that they receive from highly-skilled and effective staff.
- In 2014, an above average proportion of children, including those with English as an additional language made outstanding progress through the Nursery and Reception classes, and were well prepared, with the personal and academic skills needed for the next stage of their learning in Year 1. This year children continue to make outstanding progress and an even higher proportion have the necessary skills and abilities for the next phase of their learning.
- Children quickly develop in very stimulating and well-organised indoor and outdoor learning areas, they are highly cooperative and work and play together happily. Resources are of high quality and support children well in developing a wide range of skills. Children enjoy using computers, 'camping', linked to their 'let's go outdoors' theme, playing tennis, growing and eating vegetables and fruit, reading, painting, construction and playing in the percussion band on the outdoor stage.
- Teachers take every opportunity to develop children's speaking, listening, and writing skills. This was exemplified during snack-time, where children in a Reception class look it in turn to talk to their partners about their story writing. Staff were careful to model conversations and good manners and encouraged children to describe the fruit they were eating and what it is like to peel a tangerine.
- In the Nursery class, staff provide a range of opportunities to support children's progress, and develop their use of numbers and their communication skills. Staff are highly skilled in extending children's vocabulary through their excellent questioning skills and encourage children to share their ideas and talk about their learning.
- Children are well supervised at all times. They behave exceptionally well, move between classes and different areas of learning sensibly and are very familiar with daily routines, such as preparing to play outside.
- Parents who talked to inspectors and those who completed the school's surveys of parents' views are highly complementary of the work of early years staff. They are happy their children are safe, well cared for and achieving well.
- Staff meticulously record children's achievement in 'learning journeys'. These are shared with parents who are kept well informed of their children's progress. Staff visit children's homes and have highly organised and effective procedures for supporting parents with their children's learning and development.
- Staff ensure children's safety by applying the same excellent safeguarding procedures in operation throughout Key Stages 1 and 2, in the early years provision.

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>

Inspection report: Green End Primary School, 14–15 July 2015

10 of 11

School details

Unique reference number	140130
Local authority	Manchester
Inspection number	450366

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	482
Appropriate authority	The governing body
Chair	Ariana Yakas
Headteacher	Lisa Vyas
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0161 432 7036
Fax number	-
Email address	head@greenend.manchester.sch.uk

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



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

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

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

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

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

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

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

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

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

© Crown copyright 2015



School report



Crab Lane Community Primary School

Crab Lane, Higher Blackley, Manchester, Lancashire, M8 8NB

Inspection dates 24–25 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are below those typical for their age. Good teaching and provision in the early years ensure that children achieve well and get off to a good start.
- Pupils make good progress in Key Stage 1 and the majority reach the expected level of attainment in reading, writing and mathematics. Pupils attain particularly well in mathematics.
- Progress is good in Key Stage 2 and pupils reach standards that are broadly average. Pupils' attainment in all subjects has improved recently, as a result of actions taken by school leaders to improve the quality of teaching across the school.
- Teaching is good in all year groups and outstanding in some. Staff provide very well-planned and enjoyable opportunities for pupils to learn and in all classes they experience a wide range of learning opportunities.
- Staff and pupils work exceptionally well together to maintain a calm, purposeful and productive atmosphere in all classes.
- Pupils behave exceptionally well in and around school. They are polite, enthusiastic and value the opportunities that they get to learn and play at school. They speak about their school with pride.
- Pupils enjoy coming to school and feel very safe.
- School leaders have very high expectations of what all pupils can achieve and are highly ambitious for their success. Leaders' drive and focus on improving the quality of teaching has ensured that all groups of pupils are making accelerated progress and are achieving well.
- Governors are very knowledgeable about the school's performance and have a detailed understanding of its strengths and areas for improvement. They work successfully with school leaders to further improve the quality of teaching and raise standards further.

It is not yet an outstanding school because

- Too few pupils attain the higher levels in writing at Key Stage 1 and Key Stage 2.
- In some classes, pupils do not yet have regular opportunities to further develop their skills by writing at length for different purposes.

Information about this inspection

- Inspectors observed a range of lessons or part-lessons in all classes.
- Inspectors held meetings with groups of pupils, members of staff, members of the governing body and a representative of the local authority. They also spoke to a range of parents.
- Inspectors took account of 13 responses to the on-line questionnaire (Parent View).
- Inspectors considered 25 responses to the inspection questionnaire for staff.
- Inspectors observed the school's work and looked at a wide range of documentation, including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.

Inspection team

Clare Daniel, Lead inspector	Additional Inspector
Jane Brierley	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- This is a larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is well above the national average. The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- A much larger than average proportion of pupils leaves and joins the school during the course of each year.
- The proportion of pupils from minority ethnic groups is above average and increasing.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Nursery and Reception provision is full time.
- The school operates a breakfast club during term time which is managed by the governing body.
- 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.

What does the school need to do to improve further?

- Improve the quality of teaching, so that more pupils make better than expected progress and attain the higher levels in writing, by:
 - ensuring that pupils are always challenged by the writing tasks set in lessons
 - providing pupils with more opportunities to develop their writing skills across a range of subjects.

Inspection judgements

The leadership and management are outstanding

- School leaders have very high expectations of all pupils and staff. Every member of the school community works highly effectively to ensure that pupils make at least good progress and behave exceptionally well. As a result, all pupils have equal opportunities to succeed in their learning.
- School leaders demonstrate an unwavering dedication to raising achievement for all pupils. Senior and middle leaders check on pupils' performance and the quality of teaching very regularly and have a well-informed and highly accurate view of the standards currently achieved by pupils.
- Evaluation of the school's overall effectiveness is accurate and very well informed, ensuring that school leaders have a clear understanding of its strengths and quickly identify areas for improvement. The work of senior and middle leaders has had a significant impact on swiftly tackling the few pockets of underachievement. As a result, all groups of pupils are now making faster progress than at the time of the previous inspection, particularly in reading and mathematics.
- Middle leaders are highly effective in their work and have made a significant impact on raising standards since the last inspection. They check on the quality of teaching regularly and ensure that professional development and training are used very effectively to raise standards for all pupils. The leader with responsibility for overseeing the achievement of disabled pupils and those who have special educational needs manages the provision very well and as a result, these pupils make good progress from their starting points.
- All teachers have performance targets which are directly linked to raising pupils' achievement and improving the quality of teaching. Senior leaders review these targets regularly throughout the year. They can clearly demonstrate the impact that high quality training opportunities have had on raising standards since the previous inspection. Pay awards are closely linked to the quality of teaching and pupils' achievement.
- The curriculum is very well planned and provides opportunities for pupils to practise their mathematical skills and write in different subjects. Learning is enriched with a wide range of trips and visits closely linked to curriculum themes and cultural opportunities, which pupils enjoy.
- Pupils' spiritual, moral, social and cultural development is good. It is supported very well by the range of subjects taught. Assemblies provide pupils with excellent opportunities to develop their spiritual understanding and to celebrate their achievements. Pupils also have many opportunities to take part in a wide range of extracurricular activities. They have a range of responsibilities which they particularly enjoy, including being members of the school council.
- Pupils have a range of opportunities to learn about British values through a variety of very well-planned activities. Their understanding is supported particularly well by the work of the school council and projects on democracy, the right to vote and public financial accountability.
- Through a range of activities planned across the curriculum, leaders foster good relations, promote tolerance and tackle discrimination very effectively. The wide range of rich experiences the school offers pupils ensures that they are well prepared for life in modern Britain. Pupils have a very good understanding of the diversity of the country's social and cultural make up and have the capacity to challenge stereotypes.
- School leaders evaluate the spending and impact of pupil premium funding very carefully and as a result, disadvantaged pupils achieve well and make good progress.
- Leaders spend the primary sport funding very effectively. They ensure that all pupils gain health benefits from an improved quality of teaching and the support of sports coaches. The impact is evident in rapidly increasing proportions of pupils who are taking part in a wider range of sporting activity.
- The local authority has not had a significant impact on provision at the school because it has only provided 'light touch' support for school leaders and governors. This was an appropriate decision as the school's capacity to improve without reliance on external support is good.
- The school meets all statutory safeguarding requirements and as a result, all pupils are very safe and well cared for in school, especially those who may be more vulnerable.
- **The governance of the school:**
 - Governors have a very well informed understanding of the school's strengths and weaknesses because the information shared with them by senior leaders is accurate and analysed thoroughly. They challenge senior leaders effectively about improvements in the standards pupils reach and they work closely with a range of staff to monitor the school's performance. Governors check on the quality of the school's work regularly. They are ambitious about seeking further improvements for all pupils.
 - Governors have attended training offered by the local authority and by school staff, which has further

developed their understanding of the school's performance. They understand clearly the impact that the arrangements to manage the performance of staff have on improving the quality of teaching. They can articulate how this also affects raising achievement. Governors are involved in overseeing the school's systems for pay awards related to the performance of teaching staff, know how underperformance is tackled and are confident in senior leaders' capacity to do this effectively.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. In all lessons, pupils are very keen to learn. They enjoy exceptionally positive relationships with all members of the school community and always respond to staff and each other with courtesy and respect. All staff provide an encouraging and stimulating learning environment in every classroom. Pupils' behaviour in lessons has a significant impact on the good progress that they make.
- Pupils' behaviour around the school is exemplary. They say that they consider behaviour to be good around the school and in lessons. A very small number of pupils said that very occasionally one or two others show off, but that this was dealt with effectively and immediately by staff. They understand the importance of being attentive and focused in lessons and how this affects their learning.
- Pupils have very high expectations of themselves and one another. They have a very clear understanding of the school's system for rewards and sanctions and appreciate the efforts that school leaders go to recognise their achievements. They have every confidence in any member of staff to help them sort out any problems that they might encounter, but say that these occasions very rarely arise.
- All parents who responded on Parent View and all staff who completed the inspection questionnaire agreed that the pupils behave well and that the school manages behaviour well.
- Behaviour records are maintained very well and senior leaders regularly conduct a thorough analysis so they are aware immediately of the very rare incidents that happen. Staff use this information effectively to ensure that the needs of individual pupils are met and managed well.

Safety

- The school's work to keep pupils safe and secure is outstanding. All pupils who spoke to inspectors said they felt safe in school. They say adults in school help them very quickly should they ever need support.
- Relationships between pupils and staff are highly respectful. Pupils are very proud of being members of the Crab Lane community and take great care of each other and the school environment.
- Pupils demonstrate a very good awareness of how to keep themselves safe in and around the school, in the wider community and when using the internet. They have an extensive understanding of different types of bullying and name-calling, but say that they would not be tolerated. However if they did occur, they would be dealt with effectively by staff.
- Highly effective procedures are in place to keep vulnerable pupils safe. There is extensive evidence to show how the school works effectively with other agencies if it has concerns about a pupil's safety, in order to protect those who are particularly vulnerable. The impact of this work is evident in improved attendance and achievement for this group of pupils.
- Attendance is currently average overall and improving. The school follows up absence and concerns about punctuality rigorously. The few pupils with low attendance are supported well.
- The breakfast club is very well attended and provides a safe and stimulating environment for pupils.

The quality of teaching is good

- In all classes, staff provide a nurturing and stimulating learning environment. Activities are well planned and ensure that pupils are excited about their learning. Pupils enjoy highly respectful and purposeful relationships with all adults responsible for teaching and supporting them. The impact of teaching assistants and support staff on pupils' achievement is a strength of the school.
- Inspectors observed pupils being challenged in their learning and enjoying the opportunity to work on extension activities in most lessons. Writing is taught well overall, although on a few occasions, evidence in their books indicates that in some classes pupils are not always given enough opportunities to write at length. While they have ample chances to practise their existing skills, writing tasks in other subjects do not always give pupils enough opportunities to develop their skills further.

- Teachers ensure that support staff fully understand the focus of each session and have appropriate resources to work with groups and individuals. As a result of this high quality and enthusiastic support, most disabled pupils, those who have special educational needs and those who are disadvantaged, make good progress.
- Teachers plan opportunities carefully to develop pupils' reading skills effectively through other subjects. Improvements in the quality of teaching have resulted in a significant increase in the proportion of pupils making more than the expected amount of progress and of pupils attaining higher standards across the school.
- Effective teaching in the early years and Key Stage 1 has improved pupils' phonic skills (knowledge of letters and the sounds they make). They are now much better able to tackle a wide range of more challenging books and to use their reading skills more effectively.
- Teachers ensure that mathematical skills are taught well and pupils are currently making much stronger progress than previously. While pupils enjoy opportunities to apply their mathematical skills in a range of other subjects, leaders have recognised that these could be extended and are currently working on curriculum plans to strengthen this further.
- Pupils are fully involved in lessons and respond well to the effective questioning used by all teachers and support staff.
- Feedback given to pupils during lessons helps them to move on quickly and ensures that progress is good. Pupils' work is marked effectively in accordance with the school's policy. Pupils have opportunities to act on advice, correct their work and understand clearly how to move on to the next step in their learning. Teachers use assessment very effectively to monitor the progress that pupils make and to identify any gaps in their learning.

The achievement of pupils

is good

- Pupils achieve well overall and make at least expected progress across the school from their individual starting points. Some pupils make more than expected progress, particularly in reading and mathematics.
- The overall standards achieved by different year groups are variable, because so many pupils join the school part-way through their education. Since the last inspection in 2012, 100 pupils have joined the school, including 40 who joined only this academic year. Once pupils join the school, the progress they make from their individual starting points is at least expected.
- In the most recent Year 1 phonics screening check, an average proportion of pupils reached the standard expected for their age. Pupils achieved well from their starting points. The proportion of pupils who met the expected standard at the end of Year 2 in 2014 was above average. Pupils who did not achieve the expected standard are currently receiving individual support to ensure that they catch up rapidly.
- At the end of Key Stage 1, the overall standards achieved by pupils in writing and mathematics in 2014 were broadly average, and below average in reading. However, the school's assessment data and inspection evidence show that these pupils made good progress in Key Stage 1 from their starting points.
- In 2014 at the end of Year 6, standards achieved by pupils were broadly average. The proportion of pupils making expected progress was average in reading and writing, and slightly below average in mathematics. The majority of pupils made more than the expected amount of progress in reading, but the proportion of pupils making better than expected progress in writing and mathematics was below average. From their individual starting points, pupils' overall progress was good and for some, outstanding.
- Current assessment information shows that pupils are making rapid progress in reading, writing and mathematics across the school. Standards attained by pupils are rising as a result of a sharper focus on assessment and improvements in the quality of teaching, initiated by the very effective work of leaders.
- Overall, the progress of the most able pupils is good. The proportion of pupils already working at the higher levels is greater than previously, although it is still slightly below average in writing in Year 6. The most able pupils apply their skills well across a range of subjects and tackle more challenging work with confidence. However, on those few occasions when they are insufficiently challenged, their achievement is less good.
- The achievement of disabled pupils and those who have special educational needs is good overall. They make similar progress to their peers because their needs are met through well-planned and effective support which ensures that they achieve well. However, the standards they attain are sometimes below that of their peers because of their much lower starting points.
- The attainment of disadvantaged pupils was in line with other pupils in the school in reading and mathematics and two terms behind in writing by the time they left Year 6 in 2014. Currently disadvantaged pupils are making good progress overall in reading, writing and mathematics.

- In 2014, the school worked successfully to narrow the gap in achievement between disadvantaged pupils and other pupils nationally in all subjects. When compared to non-disadvantaged pupils nationally, their attainment was approximately two terms behind in mathematics and three terms behind in writing. There was no difference between the two groups in reading. The progress made by disadvantaged pupils was slightly less than other pupils nationally in writing, the same in mathematics and better than other pupils nationally in reading. The school's current assessment information indicates that the school is continuing to close the attainment gap successfully.

The early years provision

is good

- Most children join the school with skills below those typical for their age. They make at least expected progress in the early years from their individual starting points. A significant number of children do not attend the school's Nursery and join the school at the start of the Reception year.
- In 2014 almost half the children achieved a good level of development from lower than typical starting points. Currently, the proportion of children already meeting and exceeding their early learning goals is much higher than in previous years, reflecting improvements in the quality of provision and teaching. This year the majority of children are well prepared to move into Year 1.
- Staff plan the provision for any children who have not yet met a good level of development with Year 1 teachers carefully.
- The leadership of the early years is good. The early years leader has a very well-informed view of children's achievement and checks on the quality of teaching regularly. She ensures that the curriculum is appropriate and is planned to build on children's previous experiences and meets their interests well. Focused work with groups of children has ensured that the attainment gap between disadvantaged children and non-disadvantaged children is closing.
- Indoor and outdoor provision is both safe and secure. The outdoor area is exciting, well resourced, and provides children with a range of high quality learning opportunities which meet their needs well.
- Teaching is good and there are significant strengths in both the Nursery and Reception classes. Adults plan and organise activities which support the children in developing their skills effectively. The quality of questioning and support provided to children while they work is outstanding. There are plenty of opportunities for children to explore, create and develop their thinking skills. Staff ensure that the children develop their personal, social and emotional skills rapidly as they chat and work together.
- Children develop their communication and language skills and their mathematical skills well. During the inspection, staff dressed as characters from the film Frozen and hosted a question and answer session for Nursery children where they were supported in deciding what they wanted to ask and how to ask it correctly. The children had great fun quizzing staff members who stayed in role and answered in character throughout.
- Resources available to the children encouraged them to make links between their current theme and counting, sorting and problem-solving activities which they approached with enjoyment and enthusiasm.
- Children's spiritual, moral, social and cultural development is good, as is their behaviour. Some pupils needed reinforcement from staff to help them to share and take turns, but this was managed very well. Children from a range of backgrounds play and work together in a positive atmosphere.
- Staff support disabled children and those who have special educational needs well, so that they make good progress in the early years. Teachers quickly identify the individual needs of these children early and as a result, they receive effective support.
- Children are safe and secure, relationships with adults are nurturing and encouraging, and welfare requirements are well met.

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>

Inspection report: Crab Lane Community Primary School, 24–25 June 2015

9 of 10

School details

Unique reference number	105465
Local authority	Manchester
Inspection number	461713

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Shelley Lanchbury
Headteacher	Pat Adams
Date of previous school inspection	30 April 2012
Telephone number	0161 7402851
Fax number	0161 7950289
Email address	admin@crablane.manchester.sch.uk

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



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

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

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

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

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

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

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

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

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

© Crown copyright 2014



School report



Our Lady's RC Primary School, Manchester

Whalley Road, Whalley Range, Manchester, M16 8AW

Inspection dates 7–8 July 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Determined, resilient and ambitious leadership, ably supported by a united staff, has turned the school around. Strengths have been maintained and significant weaknesses have been eradicated.
- Despite much needed change, no one has let go of the fundamental values which make Our Lady's a very special place in the community.
- Strong teamwork, open communication and clear systems for improving and checking on teaching means everybody knows their role and is willing to share good practice. This has led to a purposeful learning community where everyone is striving for the best.
- Close support and informed challenge from members of the Interim Executive Board (IEB) has been pivotal in improving teaching and raising pupils' achievement.
- Pupils are fiercely proud of their school. They behave well, feel safe and enjoy their learning.
- Teachers harness pupils' excitement for learning through fun, purposeful and relevant topics. Lessons are planned well to help different groups of pupils build on what they already know and can do.
- Almost all pupils make better than expected progress in reading, writing and mathematics so standards match the national average. All groups of pupils achieve well.
- Pupils' achievement in reading excels across the school. They are confident speakers and attentive listeners who willingly share their ideas and work.
- The strong start children make in the early years sets them up well for future success in Year 1 and as they move throughout the school.

It is not yet an outstanding school because

- Not all pupils make such strong gains in subjects other than English and mathematics because teachers do not always plan for subject-specific skills and knowledge.
- Some of the leaders for subjects other than English and mathematics do not have enough influence on teaching and learning in their area of responsibility.
- Pupils' achievement in writing sometimes slows because they do not have the stamina to write at length; some are hampered by weak handwriting and presentation skills.
- Teachers' marking does not always pick up common punctuation and spelling errors.
- In Reception, learning opportunities are sometimes missed because the role of additional adults is not planned for carefully enough.

Information about this inspection

- Inspectors made several visits to every classroom to observe teaching and learning, to chat to pupils and to look at their books.
- Inspectors observed and spoke to pupils during play and lunchtime. They met formally with three groups of pupils and heard pupils read during lessons.
- Meetings were held with staff, senior and middle leaders. Discussion took place with members of the Interim Executive Board (IEB) and a representative from the local authority and the diocese.
- Inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' achievement and pupils' books.
- Inspectors met with a group of 10 parents during the inspection and chatted to parents at the start of the school day. They took account of the 50 responses to Parent View (the online questionnaire) to inform the inspection.

Inspection team

Joanne Olsson, Lead inspector

Her Majesty's Inspector

Judith Tolley

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is an average-sized primary school.
- The proportion of pupils from minority ethnic groups is almost three times higher than the national average. The largest groups in the school are from Black Caribbean, Black African and White British heritage. One third of the school's population speaks English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is higher than the national average. Pupil premium is additional funding provided by the government for pupils who are known to be eligible for free schools meals or who are looked after by the local authority.
- An average proportion of pupils are disabled or have special educational needs.
- The proportion of pupils who join or leave the school throughout the school year is similar to other schools.
- The school has full-time Nursery provision for 30 children.
- The school meets the government's floor standards, which are the minimum standards and rate of progress expected of primary pupils.
- At the previous inspection, in February 2014, the school was judged to be inadequate. It has been subject to monitoring from Her Majesty's Inspector. This was the fourth monitoring inspection.
- Following the previous inspection, the substantive headteacher retired. The school entered into a partnership with Holy Name Catholic Primary School. The substantive headteacher of the partner school is the executive headteacher of Our Lady's. The governing body has been replaced with an Interim Executive Board (IEB). There have been considerable changes in staff. Three teachers left the school, which resulted in a number of temporary appointments. Staffing is now stable; three new teachers have taken up post and a member of staff has returned to school following a period of extended leave.

What does the school need to do to improve further?

- Improve teaching and raise pupils' achievement further, particularly in subjects other than English and mathematics, by:
 - making sure teachers always plan for the specific skills and knowledge related to different subjects so pupils gain sufficient depth in their learning across the whole curriculum
 - providing greater opportunities for pupils to write at length in order to help them develop their ideas fully
 - developing pupils' handwriting skills and insisting on high levels of presentation across the school
 - picking up and correcting common spelling and punctuation errors in pupils' work so they learn from their mistakes quickly
 - carefully planning the role of additional adults in Reception to ensure no learning opportunities are missed.
- Improve leadership and management by sharing best practice across the school to help all subject leaders have a greater role in influencing teaching and pupils' achievement in subjects other than English and mathematics.

Inspection judgements

The leadership and management are good

- Clear-sighted and ambitious leadership is at the heart of the school's quick recovery. Sensitive but firm action means almost every aspect of the school has improved and pupils, regardless of their age, background or ability have an equal chance of success. The executive headteacher and head of school have the full backing of a united and reinvigorated staff because change has been managed well and everyone can see the fruits of their labour. No one has opted for the easy route; quick fixes have been avoided and no stone has been left unturned. A 'root and branch' approach means new ways of working are embedded. Change for the better is here to stay and there is firm bedrock on which to build for the future. Leaders' views of the school are spot-on; the priorities for the next stage of the school's journey are accurate and improvement planning provides a good road map towards the future. Consequently, capacity for further improvement is strong.
- Senior and middle leaders are making a valuable contribution to driving improvement to teaching and pupils' achievement. They are flourishing because they know the purpose of their role and they have been equipped with the skills to do the job well. They check teaching and pupils' progress frequently. They lead by example and willingly roll up their sleeves to their support colleagues. Nonetheless, they are alert to, and ready to challenge, any signs of teaching which is failing to hit the mark. The work of those leaders who have responsibility for subjects other than English and mathematics is more variable. Some are forging ahead. Others are not having enough influence in making sure teachers always plan for subject-specific skills and knowledge to help pupils gain sufficient depth in their learning across the whole curriculum.
- Teaching has come a long way because leaders have set their sights high and demanded nothing less than good from everyone. Frequent checks on teaching and a rigorous approach to managing performance means teachers know exactly what they need to do to lift their game. Teachers have been well supported in their quest to improve through ample opportunity to attend training courses, work with colleagues in the partner school and more recently share good practice among themselves. All follow whole-school policies. However, leaders do not hold teachers in straitjackets. As teachers' confidence has grown, they have been given permission to try out new ideas. This has unleashed their creativity and stopped them following published schemes slavishly.
- Parents are supportive of the school. Almost all would recommend the school to others and few chose to remove their children when the school was judged inadequate. Their faith has been repaid and parents are delighted with the improvements to pupils' achievement and behaviour.
- The local authority and diocese have kept a close watch on the school and provided effective support. Links with the partner school have been exploited well to support individual teachers and leaders to grow into their role. This work has made a real difference in helping teachers to check on the progress pupils are making. This means data is reliable and paints a true picture of the school.
- A review of pupil premium funding led to an overhaul in how this additional money is used to support pupils who need it most. Well-targeted small group sessions are helping this group to make better progress across the school so achievement gaps are closing rapidly.
- Funding for sports is being used to enhance teachers' skills in teaching physical education (PE) through the use of expert coaches, as well as widening opportunities for pupils to be involved in physical activity during and after school. This is working well; there is a greater take-up of sport within school and across the local authority. Older pupils (and teachers) are particularly proud of their recent success in local football competitions!
- The systems to protect pupils are secure, up-to-date and meet all statutory requirements. Staff know how to spot and report any risks to pupils' safety because they have been trained well. Behaviour is improving due to a consistent and fair approach across the school. The few incidents of poor behaviour, bullying or name-calling are recorded and information is used effectively to pinpoint hotspots. This means incidents are nipped in the bud before they have a chance to escalate.
- Along with everything else, the learning programmes across the school have been refreshed. Teachers are seizing the opportunity to link subjects together into meaningful and exciting topics which ignite pupils' desire to learn. As one pupil commented: 'It is not all about pen and paper here!' Moreover, pupils have the opportunity to influence what they learn. Pupils' obvious delight when they talk about the range of visits and visitors, the Rainforest Café, Victorian school days and the forthcoming Ancient Egypt day is clear proof that the curriculum is hitting the mark. Opportunities to learn about different faiths and cultures through projects, such as Black History Week, and to take part in business enterprise schemes are promoting pupils' spiritual, moral, cultural and social development very well. This work, plus the international dimension of the curriculum, is equipping them to succeed as citizens in modern Britain.

- Equality of opportunity is strong. There are few incidents of harassment in this school where differences are celebrated and everyone is valued. Improving achievement for all is leading to inequality gaps being eradicated. Consequently, all have the chance to flourish and shine.
- **The governance of the school:**
 - Members of the IEB have been pivotal in driving the school forward because they have the skills and knowledge to ask the right questions and they share the same high expectations for all pupils. They have a good understanding of the school's strengths and weaknesses. This is because they have kept a sharp eye on key priorities and they have a deep understanding of school and national data. They have spent time finding out for themselves the difference the school's work is making to teaching and they are well placed to tackle any underperformance. Consequently, their decisions on rewarding teachers are thorough and based on irrevocable evidence.
 - IEB members have worked tirelessly to tackle endemic weaknesses while ensuring they fulfil all statutory responsibilities, including those related to safeguarding and publishing information on the website.
 - Members of the IEB act as champions for disadvantaged pupils. They influence the decisions on how pupil premium funding is spent and keep a close check on the achievement of this group to make sure additional support is making a difference.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Eager pupils cross the school threshold each and every day because they are excited by their learning, enjoy their time in school and feel well cared for. Their enthusiasm for learning does not falter throughout the school day. Pupils follow instructions, listen carefully and set about their work with minimum fuss; most strive to do their best at all times. Pupils behave equally well around school. Playtimes and lunchtimes are harmonious; little time is wasted in dealing with the fall out of inappropriate behaviour during these unstructured sessions. As a result, incidents of poor behaviour, which get in the way of learning, are few and far between.
- The number of pupils who miss playtime or the popular 'Joy Days' as a result of poor behaviour is reducing rapidly over time. Few pupils need to have their behaviour checked through the 'hot-spot' timetables. This success is due to pupils' increasing ability and desire to manage their own behaviour and the rich and varied learning opportunities which capture their interest.
- Pupils of all ages and abilities sing the praises of the school. They are proud to be a member of Our Lady's community. This is reflected in the care they take with their uniforms and school property, their punctuality to lessons and their above average attendance.

Safety

- The school's work to keep pupils safe and secure is good. Trust, respect and tolerance underpin a strong sense of family where everyone belongs. Pupils from different minority ethnic groups get along well; new arrivals, often in the early stages of speaking English, are quickly brought into the fold and pupils feel free to air their views and share their work without any fear of teasing from their peers. In particular, the most-able pupils are able to soar because their talents are celebrated and not a cause for hurtful remarks.
- Pupils have a good understanding of different types of bullying and they know what to do if they are bullied, using the whole-school STOP (Several Times On Purpose) strategy. They say, and school records confirm, that bullying is rare. They have absolute confidence that adults listen to their concerns and take action to resolve problems before they get out of hand. Pupils know why name-calling, including racist or homophobic remarks, are hurtful. They say name-calling happens from time-to-time, but it is not allowed to fester. A comment from one pupil summed up the views of many in a nutshell: 'We are a family; we have our ups and downs, but we always forgive and forget.'
- The overwhelming majority of parents agree pupils are safe, behave well and bullying is dealt with effectively.

The quality of teaching is good

- Resilient and reflective teachers who willingly accept and act upon advice to enhance their skills go a long way in explaining the transformation in teaching. Weak teaching is a distant memory and all pupils benefit from consistently good teaching day-in and day-out. Teachers accept every offer of support with open-

hands. They are flushed with their success; hungry for more, and keen to look beyond the school and the local area to learn from the best.

- A sense of fun, good humour, constant praise and trusting relationships lead to classrooms in which pupils thrive because they feel safe to try out their ideas and make mistakes. Teachers' skills in nurturing positive relationships have never been in doubt. The big change since the last inspection is teachers' ability to match their high levels of care with equally ambitious aspirations for all pupils to succeed.
- Teachers foster a love of learning through exciting topics, set in relevant contexts, which capture pupils' imagination. Teachers plan lessons carefully so pupils are able to build on what they already know and can do. Vibrant classrooms are proving to be effective in helping pupils to solve problems for themselves, either by 'stealing' words from the walls, using a thesaurus, choosing mathematical equipment to help solve calculations, or simply picking up a book to enjoy during some downtime.
- In some classes, pupils make very strong gains in their learning because teachers model new learning carefully, ask searching questions and set challenging tasks which prompt pupils to use their prior knowledge and think hard.
- Teachers follow the whole-school marking policy without fault. This is helping pupils to see the next steps in their learning journey. However, not all teachers are relentless enough in correcting common spelling and punctuation errors so pupils can learn from their mistakes. Some do not always insist on high levels of presentation.
- Teachers know what to teach, as well as how to teach, due to agreed whole-school approaches which are followed systematically. This is particularly successful in helping pupils to gain a good grasp of the sounds that letters make (phonics) and ensuring teachers are well equipped with the subject knowledge and techniques for teaching mathematics.
- Teachers are very effective at promoting pupils' reading, writing and mathematical skills across other subjects. Nonetheless, some teachers are not giving sufficient weight to the specific skills and knowledge pupils should gain in subjects other than English and mathematics in their planning.
- In most classes, teaching assistants make a valuable contribution to pupils' learning because they are skilled at spotting pupils who are struggling. They use questions well to help pupils get back on track quickly. The support they provide for pupils who find learning more difficult, or those at the early stages of learning English, is particularly strong. It ensures everyone is included and these groups make the same progress as their peers.

The achievement of pupils

is good

- Pupils at Our Lady's no longer have to race to catch up with pupils in other schools. Almost all are making better than expected progress so they are working at the levels they should be for their age in reading, writing and mathematics.
- The 2015 unvalidated results show the improving picture at the end of Key Stage 1 has been maintained and built on so standards are slightly above the 2014 national average. Standards at the end of Key Stage 2 are the best the school has enjoyed in a long while. Last year, pupils left the school almost a year behind in their learning; this year they start Year 7 with standards that match the national picture. From lower than average starting points this represents good progress for both Year 2 and Year 6. This positive picture is not a one-hit wonder but a consistent pattern across the school. Year 5 have already exceeded the amount of progress normally expected by the end of the year. They, and the pupils in every other year group, are ready to hit the ground running in the new academic year.
- All groups of pupils make similar progress and achievement gaps are closing rapidly. Pupils from Black African and Caribbean heritage have caught up to their classmates and pupils who speak English as an additional language do as well as their peers. Disabled pupils and those who have special educational needs make good progress from their different starting points due to the close and effective support they receive in lessons.
- The most-able pupils are soaring because they are challenged in lessons. They are encouraged to go the extra mile through the additional problems teachers pose in their marking or by activities which cause them to think hard. For example, the most-able pupils in Year 2 deepened their understanding of sorting data by constructing and using their own Carroll diagrams from scratch.
- The gap in attainment between disadvantaged pupils and other pupils nationally has halved. This year, disadvantaged pupils are two terms behind in writing and one term behind in reading and mathematics. There is an in-school gap. Disadvantaged pupils in Year 6 made the same strong progress as their non-disadvantaged classmates. However, this group had the most ground to make-up. Disadvantaged pupils are two terms behind their peers in reading and writing, but less than one term in mathematics. In the

rest of the school, disadvantaged pupils are increasingly doing as well as others.

- Pupils' achievement in reading is a strength across the school. The proportion of pupils reaching the expected standard in the national phonics check at the end of Year 1 is above average. Ample opportunities to read for purpose and pleasure across a range of subjects means pupils can tackle unfamiliar words but also understand what they are reading. As a result, standards at the end of Year 2 are in line with the national average; they are above average at the end of Year 6.
- Pupils' achievement in mathematics, a considerable weakness at the last inspection, is a success story. Pupils are doing well because they use number and mathematical operations fluently to solve problems which deepen their understanding.
- Pupils are creative writers who willingly put pen to paper and pepper their work with rich vocabulary to appeal to the reader. Nonetheless, writing achievement lags a bit behind reading and mathematics because pupils do not always have the opportunity or stamina to write at length. For some, the quality and quantity of their writing is hampered by weak handwriting skills. Pupils are competent speakers and willing listeners who think nothing of sharing their ideas and reading their work. During the inspection, Year 6 pupils confidently delivered their business plans to a wide audience, including lecturers from Salford University.
- For a while, the relentless focus on closing gaps in pupils' writing, reading and mathematical skills got in the way of pupils flourishing across all subjects. In some classes, this weakness has been arrested and pupils learn age-appropriate skills and knowledge in subject such as science, history and geography. Not all are making similar gains in subjects other than English and mathematics.

The early years provision

is good

- The time children spend in Nursery and Reception stands them in good stead for future success and sets the tone for their experiences throughout the school. Warm relationships and skilful teaching not only help children stride forward in their learning but also foster respect and tolerance, so that children get along with each other, learn how to cooperate and to make friends.
- Typically, over half of the children who enter Nursery have skills and knowledge that are below those usually associated with their age. Their grasp of early reading, writing and number is particularly underdeveloped. Nonetheless, children catch up quickly. They make good progress in all areas of learning so that the proportion reaching the expected goals at the end of Reception is slightly above the national figure. Consequently, they are well equipped to meet the demands of the Year 1 curriculum. They are ready to fly in reading and writing, due to the close focus on basic skills. However, their gains in early mathematics are not forging ahead quite so quickly.
- Children enjoy their time in early years; they enter classrooms with hardly a backward glance because they feel safe and they are keen to find out what exciting activities are in store for them during the day. They behave well, showing consideration to other children, to adults and to their environment. They listen to and follow instructions. In a physical education lesson, Reception children worked extremely well together, controlling their movements as they explored different ways to move around gymnastic equipment. They showed excellent control of their bodies and their behaviour, working safely at all times.
- Children show high levels of concentration and curiosity because teachers are effective in matching activities to their needs and interests. The well-organised learning environment, both indoors and outside, enables children to access all areas of learning through fun but purposeful activity. Teaching is good because adults know the next steps in children's learning and they shape their questions well to help children move forward. In the Nursery, the work of different adults is seamless because everyone is crystal clear about their role and they know precisely when to intervene in children's learning. This effective practice is not as strong in Reception because the role of additional adults is not explicit at the planning stage. As a result, learning opportunities are sometimes missed.
- The early years is well led and managed. The strengths noted at the last inspection have not been lost despite the challenges faced by the rest of the school. The early years leader has set about driving improvement along with everyone else, seeking external support to enhance teaching and the systems for measuring children's gains in learning. Data is used well to pinpoint weaknesses. This has led to more children doing well with their reading and writing skills. All welfare and safeguarding systems are in place. The strong relationships with parents are being enhanced through the use of the Nursery and Reception Blog, which give parents an extra insight into their children's experience at school.

What inspection judgements mean

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

School details

Unique reference number	105543
Local authority	Manchester
Inspection number	456471

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Wiktor Daron
Headteacher	Catherine Gordon
Date of previous school inspection	26 February 2014
Telephone number	0161 226 2767
Fax number	0161 226 4575
Email address	admin@ourladys-pri.manchester.sch.uk

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



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

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

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

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

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

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

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

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

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

© Crown copyright 2015



Barlow Moor Community Association



23 Mersey Bank Avenue, Manchester, Lancashire, M21 7NT

Inspection date	17 September 2015
Previous inspection date	26 November 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Planning does not always fully challenge individual children to ensure they make the best possible progress and prepare them for their next stage of learning.
- The 2 year progress check for children is not always completed and outcomes shared with parents. Therefore, leaders are not fully aware of children's needs and how to best support children's learning.
- The current 'buffet' style snack system is not fully effective as some children do not take advantage of the healthy food and drink on offer. They are either unaware that it is available or choose to carry on with their activities.

It has the following strengths

- The recently appointed manager, with support from the provider, has made significant improvements to the nursery. She has high expectations of the staff group who have responded well to the changes.
- Most children are new to the setting and show remarkable confidence as they move happily from indoors to the outside to explore and investigate the wide range of high quality play equipment.
- Staff are good role models. They are polite and respectful towards the children and show kindness as they comfort and support the few children who are still settling-in.
- Parents speak highly of the nursery and are delighted with how well their children have settled. As one parent commented 'it is perfect for their age'.

Inspection report: Barlow Moor Community Association , 17 September 2015

2 of 5

What the setting needs to do to improve further

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

	Due Date
■ plan activities that provide sufficient challenge for individual children based on their needs, interests and stage of development	30/10/2015
■ review the progress of all children aged between two and three years and provide parents with a written summary of their child's development in the prime areas.	30/10/2015

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

- review the current snack arrangements to ensure that all children take advantage of a healthy snack and drink.

Inspection activities

- The inspector observed activities in the main room and the outdoor area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meeting with the provider and manager and spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation including children's records, evidence of qualifications and discussed plans for improvement.

Inspector

Kathryn Gethin

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager has a good understanding of the Early Years Foundation Stage requirements. As a result of recent training staff have a better understanding of how to help children learn. The new leadership has resulted in staff taking on new roles and responsibilities and they have risen to this challenge. Improvement plans are in place and priorities have been set. All policies and procedures have been reviewed and new systems set up to monitor the quality of teaching. Managers work well with the local authority quality assurance team and value their support. Safeguarding is effective. Staff are knowledgeable and some are experienced in working alongside professionals from other agencies to safeguard children. Effective links with a local school have been established. Although activities are of a good quality planning does not as yet address the needs of individual children.

Quality of teaching, learning and assessment requires improvement

Staff use their new found knowledge to support children well. They encourage children to experiment with paint and sand and extend children's language well as they ask them to describe the different textures of each. Many children are new to the setting and most are happy to play alongside each other which is typical for their age. However, a clear friendship has already been established between two boys. Their excitement is infectious as they seek each other out and follow each other around the outdoor track skilfully 'driving their vehicles' around bends and over small bridges. Some children are already able to concentrate for a good length of time as they skilfully line up clothes pegs and cars without interruption. Other children are curious when they find a worm on the patio. Staff take this opportunity to build on their interest and gently pick the worm up and encourage the children to hold it.

Personal development, behaviour and welfare require improvement

Staff are extremely supportive and caring towards the children. They are sensitive to the needs of new children who still need dummies and 'comfort blankets' at certain times and constantly reassure children who are still very upset after separating from their parents. Children are growing in confidence as they become familiar with the setting and explore activities on offer. They move freely from the indoor play room to the good sized outdoor area and are learning to share and wait for their turn. Children behave very well and staff are skilled in encouraging them to have respect for each other and to look after play equipment. Children enjoy the healthy snack of grapes, cheese and crackers. They handle cutlery well and learn the importance of washing their hands before eating. However, some children continue with their play and miss out on the healthy food and drink on offer.

Outcomes for children require improvement

Children do not always make the best possible progress from their starting points as activities do not always offer sufficient challenge to meet their individual needs.

Setting details

Unique reference number	500011
Local authority	Manchester
Inspection number	1027249
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	30
Number of children on roll	33
Name of provider	Barlow Moor Community Association Committee
Date of previous inspection	26 November 2014
Telephone number	0161 446 4805

Barlow Moor Community Association Nursery was registered in 1992. It is managed by a committee and is situated in the Barlow Moor area of Chorlton, Manchester. The nursery operates from one main room and has an enclosed outdoor play area. It is open five days a week term time only. Morning sessions run from 8.30am to 11.30am and afternoon sessions from 12.15pm to 3.15pm. Occasional crèche facilities are provided to support adult training courses. The nursery employs nine members of staff, who work directly with the children. Eight of these have an appropriate qualification. The nursery provides funded early education for two-year-old children. It supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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

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

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

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015



Happy Bears Nursery

Unit 1, 877 Ashton Old Road, MANCHESTER, M11 2NL



Inspection date 22 September 2015
Previous inspection date 5 March 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children are not able to get to know their key person because there are constant changes to the staff team.
- Staff deployment does not meet the emotional and developmental needs of the children.
- Staff are not consistent in their approach to managing children's behaviour, particularly in promoting positive behaviour.
- The observations and assessments made of children's learning in some cases are not frequent or accurate enough. Therefore, the manager and staff do not have an accurate picture of the progress all children are making.
- Significant weaknesses in the quality of teaching and the organisation of staff greatly affect children's learning. As a result, they make far too little progress in their abilities.
- Leaders' monitoring of the quality of the provision and staff practice is not effective. This has resulted in several breaches to the Early Years Foundation Stage welfare requirements.

It has the following strengths

- Staff and managers are clear in the procedures they need to follow to keep children safe from harm.
- The learning environment is well resourced, which gives children plenty of choices in their play.

Inspection report: Happy Bears Nursery, 22 September 2015

2 of 7

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

- | | Due Date |
|--|-----------------|
| ■ ensure that the key person system is tailored to every child's individual care needs. This system must help the child to become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. | 13/10/2015 |
| ■ ensure that all children's behaviour is managed in an appropriate way. The behaviour management techniques used by all staff must take into consideration the age and stage of development of each individual child. | 13/10/2015 |
| ■ ensure that staffing arrangements meet the needs of all children and ensure their safety. These arrangements must ensure that children are adequately supervised and ensure children's emotional and developmental needs are met. | 13/10/2015 |

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

- | | Due Date |
|---|-----------------|
| ■ ensure that the procedures in place for the coaching and monitoring of staff practice are effective to improve the quality of teaching. | 26/10/2015 |
| ■ ensure that children are provided with opportunities to experience and learn more about the wider community. | 26/10/2015 |
| ■ ensure that staff develop a secure understanding of assessment so that they rigorously and consistently monitor children's level of achievement, interests and learning styles. | 26/10/2015 |
| ■ The registered person must ensure that children's behaviour is managed in a suitable manner. (Compulsory part of the Childcare Register) | 26/10/2015 |
| ■ The registered person must ensure that children's behaviour is managed in a suitable manner. (Voluntary part of the Childcare Register) | 26/10/2015 |

Inspection report: Happy Bears Nursery, 22 September 2015

3 of 7

Inspection activities

- The inspector observed children's activities in all of the play rooms.
- The inspector spoke to members of staff and children during the inspection and carried out two joint observations with the manager.
- The inspector spoke with a number of parents and took account of their views.
- The inspector looked at children's learning records, planning systems and a sample of other paperwork.
- The inspector conducted an interview with the manager and the registered individual.

Inspector

Stephanie Nixon

Inspection findings

Effectiveness of the leadership and management is inadequate

The leadership of the nursery is inadequate. The management team do not give enough consideration to how well the nursery is meeting the requirements of the Early Years Foundation Stage. Despite most staff being well-qualified, their knowledge obtained while working towards these qualifications, is not always applied into their everyday practice with the children. The staffing arrangements and deployment of staff has a significant impact on the emotional wellbeing of children across the nursery. Staff who work alone, struggle to play and interact with all of the children in their care. Consequently, children regularly become upset and distracted and many learning opportunities are missed. The manager has systems in place for the regular monitoring of staff practice and the quality of the nursery. However, these arrangements are not effective as key weaknesses in the quality of teaching and practice have not been identified or addressed. This impacts significantly on the learning experiences being offered to children of all ages. The manager has put in place a system to identify any gaps in the progress made by groups of children. However, the quality of the information gathered by some staff about what children can do and any areas of weakness has not been closely monitored. As a result, the tracking system does not give an accurate picture of the progress that different groups of children are making. Safeguarding is effective. Staff have a clear understanding of protecting children in their care following recent training and support from the Local Authority. Parents are encouraged to provide information about their child when they start at the nursery and speak positively about the nursery and staff.

Quality of teaching, learning and assessment is inadequate

Far too often, poor organisation of the nursery prevents staff from introducing and completing their planned teaching. When activities do take place, the quality of teaching is too variable. During a mark making activity with the babies, staff encourage creativity and physical skills, drawing circles in the sand. However, these positive learning opportunities are often interrupted with care routines or practical tasks. Consequently, children quickly become bored and lose interest. Toddlers enjoy drawing pictures of their families, however staff do not effectively question or challenge the children. This has a negative impact upon how well the children learn. Appropriate links are made between the nursery and local primary school to help children learn about their future move to reception class. Children are provided with opportunities to learn about other cultures and faiths within the setting. However, their opportunities to experience and learn about their local community are limited.

Personal development, behaviour and welfare are inadequate

The deployment of staff across the nursery is having a significant impact upon the safety and personal and emotional development of children. While the required numbers of staff are employed to be with children across the nursery, far too often staff are working alone. This is not safe for staff or children. In rooms where staff work alone, the time spent sitting and playing with children is greatly compromised. Across the nursery, too many children are frequently upset. Children are unsettled because there are too many changes of staff within the rooms. Staff are unfamiliar with the children in their care and often

Inspection report: Happy Bears Nursery, 22 September 2015

5 of 7

have to call for support from other staff to get children's comforters or bottles. As a result, children struggle to form a good relationship with their key person to make them feel safe. When unfamiliar or new staff work at the nursery, they are not deployed well to meet children's needs. For example, the new staff settle children to sleep, whilst familiar staff busy themselves with tasks such as cleaning chairs and washing hands. This shows that some staff do not understand what is required when supporting young children's needs. Staff do not always manage children's behaviour consistently or appropriately. For example, in the toddler room, staff do not remind children regularly enough about the right way to behave. This leads to a disorderly environment and affects children's safety, particularly at lunchtimes.

Outcomes for children are inadequate

Leaders and managers have addressed previous areas of concern within the nursery. However, there are significant weaknesses in the quality of teaching, the deployment of staff and the key-person system. These inadequacies are limiting children's learning which means that outcomes for children are poor.

Inspection report: Happy Bears Nursery, 22 September 2015

6 of 7

Setting details

Unique reference number	EY439354
Local authority	Manchester
Inspection number	1026604
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	56
Name of provider	Shand Care Ltd
Date of previous inspection	5 March 2015
Telephone number	01612207171

Happy Bears Nursery was registered in 2011. It is situated in the Openshaw area of Manchester. It is operated by Shand Care Ltd, which has a sole director. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am until 7pm. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications. The setting has links with some local schools. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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

Inspection report: Happy Bears Nursery, 22 September 2015

7 of 7

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

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

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

