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4 December 2015

Mrs Louise Frize
St Francis RC Primary School
Ellenbrook Close
Gorton
Manchester
M12 5LZ

Dear Mrs Frize

No formal designation monitoring inspection of St Francis RC Primary School

Following my visit to your school on 24 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about outcomes for pupils at the school.

Evidence

During my visit, I scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. I evaluated the school improvement plan, as well as governing body reports. I also considered the most recent school assessment information and your records of checks on the quality of teaching.

I held meetings with you and the deputy headteacher, two middle leaders and four members of the governing body. I evaluated, with you and the deputy headteacher, a substantial range of pupils' mathematics and English books from each year group. I visited every classroom to observe learning and to speak to pupils.

Context

St Francis RC Primary School is an average sized primary school with 258 pupils on roll. The proportion of pupils who come from minority ethnic groups is high. The proportion of pupils for whom English is an additional or believed not to be their first



language is well above the national average. The proportion of pupils entitled to pupil premium funding (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) is above the national average. The proportion of pupils with disabilities or special educational needs is above the national average.

This monitoring inspection was carried out in response to a decline in standards in 2014.

You, senior leaders and governors know the school very well. You make it your business to know every pupil and how well they are achieving. As a result, you were able to identify the specific reasons for the fall in achievement seen at the end of Key Stage 2 in 2014 and take action to ensure that this decline was arrested. Consequently, in 2015, the proportion of pupils at the end of Key Stage 2 reaching the level expected for their age in reading, writing and mathematics improved significantly to be above the national average.

You are determined that children get off to a flying start from the moment they enter the school. Children in the early years are enthused by their learning because their teachers ignite their imagination. Children from both the Nursery and Reception classes, for example, were engrossed in their 'caving' activity because their teacher brought their learning to life; joining in with the children, crawling through the dark and wet 'cave'. It is clear that adults and children in the early years share your view that 'every day should be a carnival'.

Teachers know the pupils in their class well. This allows them to identify quickly anyone who is at risk of falling behind and to discuss what action to take with senior leaders. Interventions in mathematics, reading and writing are used effectively to ensure that pupils catch up with their peers. You tackle robustly any barriers to pupils' learning. For example, a counsellor is employed to work directly with families and pupils to overcome any social or emotional difficulties that they may be facing. Parents with whom I spoke during my visit were fulsome in their praise of the support that they receive from the school.

You and governors manage resources effectively to make sure that pupils are given the support that they need to achieve well. In Year 6, for example, all groups of pupils are making strong progress due to the support of four qualified teachers. Lessons planned by the class teacher challenge all groups of pupils at the appropriate level. Each supporting teacher has strong subject knowledge, which ensures that learning moves forward. This was clearly evident in the mathematics that I observed, where pupils worked diligently to calculate missing angles in triangles and quadrilaterals.

Training for staff is given a high priority to ensure that teachers' skills and knowledge are regularly updated. Staff meetings are devoted to sharing good practice and developing areas such as writing across different subjects. Checks on the quality of teaching this term, however, have not been done on the impact of



training on pupils' learning. As a result, in a small number of classes, there are some inconsistencies in the quality of marking and feedback and in opportunities to develop problem solving skills and challenge for the most able. These have not been tackled as quickly as they should. You, senior leaders and governors are aware of this and are putting plans in place to ensure that this issue is addressed quickly.

Senior leaders and governors have their sights set firmly on continuing to build on the successes of 2015. Plans for further improvement reflect the need to embed changes to assessment systems and the new curriculum, as well as further develop problem solving and reading skills for the most-able pupils. As discussed, measurable criteria to judge your success, as well as planning clear milestones, will allow you and governors to keep a closer check on how successful your actions are being and ensure that you remain on track to reach your targets.

Pupils' good behaviour contributes strongly to their learning, inside and outside of the classroom. For example, children in the early years worked sensibly with each other on a range of activities to develop their letter recognition skills during my visit. Pupils play sensibly alongside and with one another on the playground, irrespective of their gender, culture or background. Pupils are proud of their school and greet everyone who visits their school with confidence and friendship.

Governors share your passion for the school community. They give of their time generously and are a regular presence within the school. Governors use their visits to the school to see for themselves what is going on in classrooms. They speak to pupils frequently and hold meetings with the school council to gather their views. Procedures for keeping pupils safe are given a high priority and are effective. Governors undertake their own safeguarding audit to ensure that training for staff is in place and that the required checks on adults have taken place.

External support

The local authority has had a light-touch involvement with the school. The local authority adviser undertakes termly quality assurance visits and reports provide information for governors. The school is also working with an external consultant to further develop the teaching of mathematics across the school.

Priorities for further improvement

- Ensure that standards remain consistently strong across all classes by making sure that leaders, at all levels, undertake regular and robust checks on the quality of teaching, learning and assessment.
- Review improvement plans so that success can be measured and leaders can check on the progress towards targets for improvement.

I am copying this letter to the Director of Children's Services for Manchester, to the Secretary of State for Education, the Chair of the Governing Body and the Diocese of Salford. This letter will be published on the Ofsted website.



Yours sincerely

Martin Bell

Her Majesty's Inspector

School report



Abraham Moss Community School

Crescent Road, Crumpsall, Manchester M8 5UF

Inspection dates	1–2 December 2015
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Despite the school improving, there are some key aspects that are not good.
- Pupils' progress across Key Stage 3 is slower than in other key stages. Pupils have too much to do to catch up by the end of Year 11.
- Some school leaders do not use information to accurately evaluate the work of the school. This limits their ability to hold others to account.
- Achievement in mathematics in the secondary phase requires improvement. Improvement in the teaching in mathematics has been patchy.
- In the secondary phase, the quality of teaching is inconsistent. Some teachers do not know how well their pupils are learning. These teachers do not plan lessons well nor provide effective feedback to their pupils. Too few teachers systematically develop pupils' literacy skills, or require pupils to express themselves clearly. Too few teachers set good quality homework.
- Some teachers have low expectations of what boys can achieve and of how they should behave. In these lessons, boys make slower progress.
- Some members of staff do not provide a good model for how pupils should behave.

The school has the following strengths

- This is an improving school. The headteacher is being very successful in driving improvement across all aspects of the school. Improvements in some areas are rapid.
- Children starting their education in the early years get off to a good start. The developing primary phase already offers a good education for its pupils. These phases are very well led. Pupils learn enthusiastically and quickly because teachers combine good teaching skills with a desire to ensure every pupil thrives.
- Pupils in the primary phase behave well. Behaviour in the secondary phase is improving.
- At the heart of the school is a passion for all pupils to succeed. All pupils are very well cared for and looked after. The school provides excellent specialist support for pupils who are new to the country, including refugees and those seeking asylum.
- Pupils' progress across all subjects in the secondary phase is improving. In English, science, art and in modern foreign languages, pupils make good progress.
- The school's efforts to improve pupil attendance have had an impressive impact. Attendance has risen very quickly and is now better than national



quickly.

averages for almost all groups of pupils.

Full report

What does the school need to do to improve further?

- Continue to raise rates of progress across the whole school, but most particularly across Key Stage 3 and in mathematics across Key Stages 3 and 4, by:
 - developing systems that will allow teachers to easily and frequently monitor the progress of pupils
 - ensuring that teachers assess the progress that pupils make more accurately
 - ensuring that teachers use the information they have about pupils to plan lessons that better meet pupils' needs and fill any gaps in their learning.

- Improve teaching in the secondary phase by ensuring that all teachers:
 - have higher expectations of what boys can achieve and how well they behave in class
 - use questioning more skilfully to develop pupils' confidence in explaining their ideas and justifying their opinions
 - using the best practice seen in the primary phase, develop pupils' literacy skills throughout the school
 - set good quality homework that will develop pupils' skills in learning independently
 - further improve the impact of teachers' feedback to pupils about their work so that pupils demonstrate that they have acted on the advice.

- Continue to improve the quality of leadership and management at all levels by ensuring that:
 - all leaders and managers have consistently high expectations of pupil and staff performance
 - all leaders and managers skilfully use data and other information to accurately evaluate the work of those for whom they are responsible, and act quickly to make improvements
 - all teachers, leaders and managers ensure they are excellent role models for their pupils.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Some aspects of the school are improving more rapidly than others. This is because leaders and managers responsible for the improving aspects are skilled and have high expectations of what pupils and staff can achieve and how well pupils ought to behave.
- Some leaders and managers do not use information or data to evaluate the performance of staff, for whom they are responsible, thoroughly enough. These leaders rely too much on evaluating what staff appear to do rather than evaluating the impact on pupils' outcomes.
- Despite pupils' behaviour improving, too many members of staff resort to raising their voices when addressing pupils who are not behaving as well as they should. These members of staff are not modelling the behaviours they expect of their pupils.
- The headteacher, who was appointed after the last inspection, has been driving improvements in all aspects of the school with considerable success in many areas. She is changing the culture of the school quickly. Older pupils say this is now a much better school for them, commenting on improvements to both teaching and behaviour.
- Staff training, to improve teaching and leadership, is both extensive and good quality. Systems to manage the performance of teachers and leaders are also improving and so they are beginning to be held to account with more rigour.
- The majority of staff are supportive of the leadership team and recognise the improvements made throughout the school. However, a small proportion feel that change has happened too quickly and without regard for them.
- Parents are generally positive about the work of the school, especially the care with which staff look after their children. Some parents are critical of planned opportunities for them to discuss the progress their children are making in the secondary phase. Some secondary progress reports sent home offer conflicting messages and, so, lack clarity.
- Many pupils have direct and personal experience of conflict throughout the world. Their contributions are invaluable during pupil discussions on human rights, prejudice and discrimination. Everyone in this school is fully aware of their responsibilities to challenge potential extremist views, no matter the source.
- Pupils' spiritual, moral, social and cultural development is strongly promoted from nursery through to Year 11 through a rich variety of activities, discussions, events and the curriculum. This is a culturally vibrant school with 62 different languages spoken in the homes of pupils. It is a cohesive community where the qualities of tolerance and respect do not have to be taught; they are embedded in the school's culture. The curriculum is constantly reviewed and adapted to meet the changing needs and interests of the pupils.
- Pupils at key stages of transition receive high-quality information, advice and guidance. This ensures they engage well with their next stages of education. A higher than average number of pupils leave this school to take up good quality courses and employment.
- Disadvantaged pupils benefit from additional funding as demonstrated by their good progress throughout the primary phase and in English. The gaps in achievement between disadvantaged pupils and others, within mathematics, are much slower to narrow. Additional funding to promote sport and physical education in the primary phase is being well spent. The school is using this funding to improve the skills of its teachers and to employ specialist sports coaches.
- The local authority has worked well with the school over recent years to support its improvement. The local authority has been instrumental in improving the governing body and brokered support from Seymour Road Academy. This is a nearby primary school. Their high-quality support and guidance has been one of the key elements in ensuring the primary phase has developed quickly to provide a good education for all of its pupils.
- **The governance of the school**
 - Since the last inspection, the governing body has undertaken a review of their work. As a consequence, they have reconstituted and reduced the number of governors from 15 to 12. They have recently managed to recruit new members with considerable experience in leading large and successful schools. The governing body is now much better placed to evaluate the work of the school, to celebrate its qualities and support the headteacher in driving further improvement.



- The arrangements for safeguarding are effective. Safeguarding of pupils has the highest priority in this school. Staff frequently undertake effective training on child protection. Staff fully understand their responsibilities and how to raise concerns, including through whistleblowing.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment require improvement because the quality of teaching is variable across the school. Teaching is consistently good across the primary phase and in many secondary departments. However, there is not enough good teaching to ensure pupils make consistently good progress.
- In the secondary phase, teaching in mathematics is improving. However, pupils still have gaps in their knowledge and understanding. This results in many pupils not working at the level expected for their age.
- Where teaching is weaker, teachers do not assess accurately what their pupils have learned. This means that they plan lessons without considering what their pupils already know or do not know. Consequently, pupils in these classes are not able to systematically build their understanding and skills.
- Many teachers demonstrate very strong practice in giving advice to their pupils on how to improve. This is seen across the primary phase and in some secondary subjects. When this happens, pupils know specifically what they need to do to improve and will do it. However, in the secondary phase, pupils' progress slows when teachers do not identify with sufficient precision what their pupils need to do to improve. Sometimes, when good advice is given, pupils do not act on this advice.
- Pupils' literacy skills are developed well throughout the school up to Year 5. Year 5 is currently the oldest year in the primary phase. Across all subjects in the secondary phase, teachers make an attempt to improve literacy with varying degrees of success. In some subjects, teachers limit this to ensuring pupils understand key words. However, they do not encourage pupils to write at length. These teachers accept simplistic answers to their questions – missing many opportunities to develop pupils' oral communication skills. So, pupils' skills in explaining and justifying their ideas are underdeveloped.
- The expectations teachers have of their pupils in the secondary phase are variable and not always high enough. When teachers set high standards and teach well, pupils rise to this and make good progress. However, too often, some teachers accept an inferior quality of work and behaviour from boys in their class and this slows their progress. The same pupil will produce a different quality of work in different classes. This includes pupils who will produce very good work in the school's specialist resourced provision, and mediocre work in some classes.
- Homework is not currently making a good contribution to pupils' learning. It is set too infrequently and when it is set, the quality is often not good enough as it simply replicates what is done in the classroom. In the secondary phase, pupils have limited time to spend learning on their own. This restricts their opportunities to develop skills they will need in future when they will have to learn and work more independently. Leaders and managers within the school have already identified this as a priority area for improvement.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- This is an extremely diverse and inclusive school where their vision of 'no child or family being left behind' is realised through welfare systems of the highest quality. Specialist provision, additional support and the headteacher's passionate drive, ensure all pupils have equality of opportunity. This infectious culture inspires the pupils to work and play harmoniously.
- Within the school's curriculum there are many high-quality opportunities for pupils to learn how to protect themselves, including from those dangers when using social networking technologies. In addition, the school works very effectively with a wide range of external agencies, ensuring pupils know how to be safe, and are physically and emotionally safe. Pupils say they feel safe. They know staff take good care of them and there are many adults, including the residential police officer, to whom they can turn if they are concerned for themselves or about their friends. Parents are also confident in the school keeping their children safe.
- Pupils say that bullying happens occasionally and is usually started by name calling with regard to appearance. However, they are also very confident in the effectiveness of staff to deal with these incidents.
- The school was recently awarded the Inclusion Mark at flagship standard. This is an award given to schools that excel in the areas of personal development and welfare.

Behaviour

- The behaviour of pupils requires improvement. This is despite behaviour improving since the last inspection. Pupils consistently say that behaviour has improved. However, it is not yet good.
- Pupils' attitudes to their learning in the secondary phase are variable. There are examples of exemplary behaviour. However, some boys in particular can lose focus when teaching is not good. The quality of work they produce shows a lack of pride and poor accuracy. The school is aware that some teachers need to do more to tackle low-level disruption in their classes. However, work on this is at an early stage of development.
- Management systems to improve behaviour have been effective in reducing the incidence of more serious misbehaviour. Rates of exclusion have reduced.
- A whole-school priority has been to improve punctuality and attendance. Due to concentrated efforts and high-quality leadership in these areas, both have improved remarkably.
- Pupils are lively and confident. They are respectful and show courtesy as they move around the school. Occasionally, behaviour becomes a little boisterous and some younger pupils find this intimidating.

Outcomes for pupils

require improvement

- The rate of progress that pupils make across Key Stage 3 is variable and therefore requires improvement. Too few teachers evaluate how well their pupils are learning. This prevents teachers from identifying when individual pupils' learning begins to slow and adapting their teaching quickly enough in response. Only at Key Stage 4 do teachers recognise that some of their pupils have much to do to catch up. Teachers rely too heavily on a range of additional activities that supplement class teaching. Progress picks up again in Years 10 and 11.
- Since the last inspection, pupils have made better progress in mathematics. However, rates of progress in Key Stages 3 and 4 are variable between different classes and therefore require improvement. There have been a considerable number of staff changes within the department. While those who have been appointed recently teach well, some of their pupils still have gaps in their understanding and mathematical ability.
- Pupils make consistently good progress in English, art and ICT. In 2015, Year 11 pupils left having also made good progress in science. Progress continues to be strong in these subjects for current pupils.
- The good progress that starts in the early years continues throughout the primary phase. However, due to their low starting points, a smaller than expected proportion of pupils reach national levels of attainment as they leave Key Stage 1. All groups of pupils make good progress in Key Stages 1 and 2 because teachers set high expectations for their pupils and have high expectations of themselves.
- By the end of Year 1, pupils' abilities to read and spell using the sounds that letters make (phonics) are below the levels expected for their ages. However, the gaps between pupils in this school and other pupils nationally are narrowing, year on year. Improvement in reading continues through Year 2 and by the time pupils start Year 3, pupils' phonics skills have almost caught up to the expected levels.
- All aspects of Key Stage 1 have been improving rapidly. Good rates of progress across all subjects, including English and mathematics, continue for pupils currently in Years 3 to 5.
- Support for disabled pupils or those who have special educational needs is good in the primary phase and so they progress as well as other pupils. Support is well targeted because leaders identify the needs of their pupils accurately and train teachers and teaching assistants well. However, progress dips for these pupils in Key Stage 3 because teachers do not adapt their teaching well enough to support them and teachers do not identify when progress begins to slow. Pupils' progress improves again in Key Stage 4.
- Pupils who are supported through the school's specialist resourced provision make very good progress. Pupils thrive in this nurturing setting – gaining in confidence and self-esteem.
- Most-able pupils make strong progress across all phases of the school. Pupils who are low in ability also progress well. There are many staff looking out for these pupils and they receive good support and guidance. Those pupils who benefit from additional funds to help them catch up with literacy and mathematics do so. However, for some, these improvements in their literacy do not transfer to improvement in their other subjects.
- Disadvantaged pupils are making better progress in English than in mathematics across the secondary phase. Any gaps between the achievement of this group and other pupils in the school, in English, are narrowing and are now small. In mathematics, gaps in attainment between disadvantaged pupils and others

remain too wide. Across the primary phase there are no gaps in performance between disadvantaged pupils and others in the school.

- Many pupils join this school when they first arrive in this country and usually with very little English language. The work of the school with these pupils is exemplary. Skilled staff offer excellent support and guidance to pupils when they first arrive. Pupils learn English quickly and soon join classes across the school. Due to this good start and the pupils' usually high aspirations, their rates of progress and levels of attainment are higher than other pupils in the school. Previous pupils who joined the school having had very difficult experiences, for example, as refugees from a war zone have been successful in gaining places at highly-respected universities such as Cambridge University. Improved rates of progress and high-quality guidance ensure pupils are now better prepared for the next stages in their education than they were at the last inspection.

Early years provision

is good

- Leadership and management in the early years are good because leaders and managers clearly understand the strengths and weaknesses of the practice across this phase. Leaders and managers act quickly to make improvements. The rate of children's progress has accelerated over the past three years.
- Children's progress is carefully and frequently tracked. This information is used effectively to plan for children's individual needs and interests.
- A very high proportion of children join this part of the school with skills that are much lower than those typically found for their age. They have particular weaknesses in language, communication and literacy skills.
- Consistently good teaching, support and care ensure that children make good progress during the Nursery and Reception Years. However, only a minority reach the good levels of development expected of them as they move to Year 1.
- Learning activities stimulate curiosity because they are well planned and resourced. There is good emphasis placed on developing spoken language, early reading and number skills with activities to promote these found in most of what the children do. Occasionally, some opportunities are missed to encourage interaction between children.
- Leaders, teachers and other adults quickly build positive relationships with parents. They work very effectively with other agencies to protect children and to promote their well-being. These good relationships help children settle quickly into their new surroundings. Children are happy and safe in this environment.
- Children show an eagerness to learn right from the start because teaching is lively and learning fun. This results in children developing good levels of concentration on their tasks. As a result, they behave well at all times. They play happily with their friends both inside and outdoors, sensibly sharing resources and willingly taking turns. They quickly start taking responsibility as they tidy up their activities and make choices about the resources they want to work with. Children's personal and social development are promoted well through a good range of enriching activities.

School details

Unique reference number	105560
Local authority	Manchester
Inspection number	10008956

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

Type of school	All-through
School category	Community
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	1653
Appropriate authority	The governing body
Chair	Graeme Hollinshead
Headteacher	Gill Houghton
Telephone number	0161 219 6699
Website	www.abrahammoss.manchester.sch.uk
Email address	admin@abrahammoss.manchester.sch.uk
Date of previous inspection	22–23 January 2014

Information about this school

- Abraham Moss is a much larger than average-sized school.
- After a period of leadership turbulence, the current headteacher took up post in September 2014.
- The primary school has been open since September 2012; currently it has classes from Nursery to Year 5.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average. Over 20 different minority ethnic groups are represented and there are over 60 languages spoken at the school.
- The proportion of pupils who speak English as an additional language is very high.
- A well-above average proportion of the pupils arrive mid-year, many from abroad. Many speak little or no English.
- The proportion of pupils who are disabled or who have special educational needs is well above average.
- The school provides specialist resourced provision for pupils aged 11 to 16 with physical disabilities, autistic spectrum disorder and for pupils with speech and language impairments.
- Since the last inspection, the governing body has reconstituted and a new Chair of the Governing Body was appointed in November 2015.
- A local primary school, Seymour Road Academy, supported the development of the Abraham Moss primary provision for 12 months to November 2015.
- A Somali supplementary school is run for parents and pupils on Sunday mornings. The aims are to help improve pupils' progress in learning basic skills, and to support parents.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.
- Inspectors were aware during this inspection of a serious incident concerning a former pupil that had occurred since the previous inspection. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.



Information about this inspection

- Inspectors gathered a wide range of evidence during the inspection, including through observations of teaching, some of which were undertaken jointly with senior leaders.
- Inspectors looked at pupils' work during lessons and at a further sample of pupils' written work including English, science and mathematics.
- Inspectors visited assemblies and tutor time.
- Meetings were held with school staff, including the headteacher, other senior leaders and staff in charge of aspects of the school's work. Inspectors met members of the governing body and made a phone call to the new Chair of the Governing Body. They also spoke to a representative of the local authority.
- Inspectors spoke with pupils in formal interviews, during lessons and informally at lunchtimes and breaktimes.
- Inspectors considered a large variety of documentation related to the school's work: improvement plans, the school's view of its performance and information concerning pupils' attainment, progress and attendance.
- Inspectors scrutinised records concerning safeguarding, pupils' behaviour and the quality of teaching and learning.
- Inspectors analysed 48 responses to the Ofsted online questionnaire, Parent View. Inspectors also took into account 19 written responses from parents. Inspectors spoke to parents as they brought their children to school.
- Inspectors analysed 140 responses to the Ofsted online staff questionnaire. Inspectors also took into account 18 written responses from staff and one letter.

Inspection team

Neil Mackenzie, lead inspector

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Her Majesty's Inspector

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School report



St Matthew's RC High School

Nuthurst Road, Moston, Manchester M40 0EW

Inspection dates 22–23 September 2015

Overall effectiveness **Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Students' achievement requires improvement. Their progress, especially in mathematics, is not rapid enough. Achievement varies too much within and between subjects, classes and year groups. This is because teachers' expectations of what students can do are sometimes too low and work lacks the right level of challenge.
- The most-able students, some students who are disabled or who have special educational needs and disadvantaged girls do not always make the progress of which they are capable.
- Teaching requires improvement. Despite the good practice seen in several subjects, the quality of teaching, learning and assessment has not been consistently good enough to compensate fully for previous underachievement.
- Students' behaviour requires improvement because some students do not have positive attitudes to learning. Occasionally, low-level disruption occurs when teaching fails to engage their interest.
- Overall attendance is slightly below average and the school has not resolved quickly enough the persistent absence of a small group of students.
- The actions taken by senior leaders and governors to tackle the variation in students' achievement and in the quality of teaching have not yet resulted in good achievement for all groups of students.

The school has the following strengths

- High-quality support to keep students safe is a strength of the school.
- The school's arrangements for safeguarding students are effective.
- Students' spiritual, moral, social and cultural development is a strong feature of the school's work. Students are keen to serve the school and wider community, and are well prepared for life in modern Britain.
- Senior leaders and governors have brought about recent improvement in some subjects, for example languages, humanities and sciences.
- The curriculum is a strength; it includes a broad range of academic and vocational courses to which all students have access. This ensures that most students move on to further education, training and employment after Year 11.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, by:
 - raising teachers' expectations of what students can achieve, especially the most able
 - ensuring that all students are provided with appropriately challenging work that deepens their thinking.
- Ensure that all middle leaders and teachers use information about students' progress consistently well, so that the attainment and progress of all groups of students swiftly improves.
- Urgently raise standards in mathematics by ensuring that all teachers of mathematics can confidently teach students a wider range of approaches and skills that students can apply to solve mathematical problems.
- Ensure that senior leaders intensify their efforts to improve the attendance of all students, especially those who are persistently absent from school.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Since the last inspection, leaders' roles and responsibilities have been restructured and more clearly defined. Many leaders at all levels, including those in charge of subjects, need time and training to settle into their new areas of work. Senior leaders have strengthened some systems for holding teachers to account for students' progress but these actions have not yet shown full impact. Leaders know that they must intensify their efforts to secure consistently good or better outcomes in tests and examinations for all students.
- Senior leaders provide regular, high-quality training opportunities to improve teachers' practice. However, opportunities to share existing good practice within and across subjects are not used effectively enough to raise the achievement of all students.
- The stronger systems that have been introduced to hold subject leaders and other teachers to account for students' progress give senior leaders and, increasingly, subject leaders themselves a generally accurate view of the quality of teaching and learning.
- Senior leaders have also sharpened measures for checking students' progress and teachers' performance. Senior leaders and governors have used performance management rigorously to refuse salary progression for teachers when students do not meet their targets. This is beginning to improve standards in a range of subjects, including mathematics.
- Senior leaders can point to effective use of Year 7 catch-up funding, which is helping to improve the literacy skills of students who enter the school with low attainment in reading and writing. Gaps are not closing rapidly for some students who receive support from the pupil premium funding.
- Students have good opportunities to practise their skills in reading, extended writing and speaking across most subjects, but teachers miss opportunities to follow up students' errors in spelling or grammar when marking their work. Students do not have enough chances to practise mathematical skills in all their subjects. Leaders recognise the need to improve students' mathematical skills across subjects and have appointed a coordinator to lead this work.
- The headteacher has established a strong culture, shared by other senior leaders and governors, that places the students and their families, and in particular their welfare, at the centre of the school's ambition. The impact of this culture is seen in the strong spiritual, moral, social and cultural development of the students.
- The curriculum is broad and balanced; it provides a good choice of academic and vocational courses and prepares students well for life in modern Britain. Students learn about British values such as democracy, for example, through mock elections, themed assemblies and tutor time, as well as in a wide range of subjects.
- Students appreciate the independent careers information, advice and guidance that they receive from Year 9 upwards, when they are selecting options for future studies or employment. The success of this guidance is reflected in the high proportion of students who move into further education, training or employment after Year 11. The school rightly plans to extend this provision into the lower years.
- The school takes its responsibilities to promote equality of opportunity very seriously. Students have open access to all subjects of the curriculum. During the inspection they showed a strong awareness that no discrimination of any kind is tolerated by the school.
- **The governance of the school**
 - Governors know well the strengths and weaknesses of the school. They are deeply involved in planning improvements. They have worked hard with senior leaders to resolve long-standing weaknesses in the teaching of mathematics but improvements have been too slow.
 - Governors have a particularly strong understanding of financial matters and have challenged the school effectively on budgetary questions when necessary. They are aware of how the pupil premium funding is spent and have some knowledge of its impact on students' progress.

Governors are actively seeking to make the governing body more effective by auditing governors' skills and making new appointments where there are vacancies.
- The school's arrangements for safeguarding are effective.



Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is not consistently good across and within all subjects and for different groups of students. Leaders at all levels know that this is limiting the progress of some students, notably the most able, some disadvantaged girls and some students who have special educational needs.
- Students make limited progress in mathematics, where there has been a significant turnover of staff in previous years. In response, senior leaders and governors have received support from the local authority for raising achievement in mathematics. They have also invested heavily in new appointments to the mathematics department, which are beginning to make improvements. These actions came too late to be reflected in the 2014 outcomes, but are evident in improvements in 2015 and especially in projections for 2016 for students' achievement across the school.
- Where teaching is weak, teachers lack confidence in tapping into students' natural curiosity. Students do not always reach the highest levels because tasks are sometimes too easy or too hard and students do not learn to take the initiative in exploring and applying different ways of working. Students' progress also slows when teachers do not recognise that different students are ready, for example, to move from revising simple concepts to investigating more complex ones. Students, especially the most able, then become disengaged from their work and sometimes take part in low-level disruption.
- There is some good and outstanding teaching in the school on which senior leaders and governors are building. When students have a clear view of what is expected of them, they quickly set to work and are keen to involve themselves in their learning. They enjoy responding to questions from teachers that challenge them to think deeply about important ideas in a subject. This enthusiasm for learning is evident in the written work of these students and their good progress.

Personal development, behaviour and welfare require improvement

Personal development and welfare

- The school's work to promote pupil's personal development and welfare requires improvement. Many aspects of students' personal attributes are positive, but these do not ensure that all of them make the best progress of which they are capable during their time in school.
- The school provides a safe and harmonious environment for learning and promotes students' spiritual, moral, social and cultural development well.
- Students whom inspectors met during the inspection said that they felt safe in and around the school. They learn through assemblies, tutor time and in a range of subjects how to recognise the risks of life in modern Britain and how to keep themselves safe.
- The few parents who completed Ofsted's online questionnaire, Parent View, had some concerns about bullying. A small group of parents who met with the lead inspector did not have concerns about bullying and expressed their confidence in the school. Students were also clear that incidents of bullying of all kinds are very rare. This is ensured by the many adults and student mentors available to support students, through the house system and mixed-age tutor groups. These contribute much to students' safety, well-being and generally positive relationships with each other.
- Most students are proud of the school. Many students contribute well to the life of the school and its community through, for example, taking responsibility for others as mentors and 'guardian angels' to younger students. They take part in charity fundraising, a wide range of sports and musical or dramatic performances and relish the wealth of after-school and lunchtime activities that the school provides.
- The personal development, well-being and care of students who attend off-site provision is regularly checked by the school and enables most students to move into appropriate courses that extend their skills after Year 11.

Behaviour

- The behaviour of pupils requires improvement.
- Current overall attendance is just below the national average. A core of students have persistently poor attendance. The school has taken action to tackle and try to improve the attendance of these and other students. However, staff recognise that more work is urgently needed to improve the attendance of disadvantaged students, especially girls, and some students who are disabled or have special educational



needs.

- The attitudes to learning of some students are not always positive, especially when teaching is not effective. When this is the case, students' concentration wanes and occasionally low-level disruption slows their progress and that of others.
- Most students wear their uniform smartly and arrive at school equipped and ready to work. The majority of students are generally courteous and helpful, showing respect towards each other, their teachers and visiting adults.

Outcomes for pupils

require improvement

- Students join the school with standards that are generally in line with national averages. Too many students have not made enough progress over time because the quality of teaching has not been strong enough to support consistently good achievement in all subjects, especially in mathematics, and at both key stages. Inspection evidence confirms that the achievement of students currently in the school is stronger than that of those who have recently left.
- Written work over a period of time, seen in students' books during the inspection, indicates that students are not always challenged to do their best. This is because some teachers do not take account, in planning students' learning, of what students already know or can do.
- In 2014 the proportion of students gaining five or more GCSE grades A* to C, including English and mathematics, was below average and few students made or exceeded the progress expected of them in either subject. Too many boys, disadvantaged girls, the most-able students and some students who have special educational needs failed to make expected progress from their starting points.
- Gaps widened in 2014 between the progress of disadvantaged students and others in the school and others nationally. The school's own information indicates that, while gaps remain, they are set to reduce significantly in 2016.
- Information held by the school shows that, in 2015, the achievement of Year 11 students rose on a range of measures, when compared to students in the previous year. The school's evidence points to the proportion of students achieving five GCSE passes including English and mathematics rising by around 10% in the 2016 examinations. Most of these students are making faster progress from their starting points.
- While the progress of current students still varies between subjects and year groups, the school's new tracking systems point to improved progress in a range of subjects in Key Stage 4, notably in sciences, English literature, religious education, history, geography and languages. This is having a rapid and significant impact on students' achievement of the English Baccalaureate.
- Over the last three years, students' achievement at Key Stage 3 has risen significantly and steadily. This is because the school has put in place strong foundations in Key Stage 3 to improve students' achievement throughout the school. The school's strong focus on improving teachers' use of information about students' progress has led, over the last three years, to students' rapid progress in English, mathematics and particularly in science.
- The very few students who speak English as an additional language make broadly similar progress to other students.
- Over time, the most-able students have not made the progress that they should, given their starting points. However, the school's own data show that, in 2015, outcomes for these students in some subjects, including mathematics, improved.
- Year 7 catch-up funding has enabled the majority of the students who receive the extra support to improve their reading age rapidly and securely. The impact of the pupil premium funding has not been strong enough for attainment gaps to narrow as quickly as they should for some disadvantaged students.
- Despite the variation in the progress of different groups, almost all students are able to move on to their choice of further education, training or employment after Year 11. This includes the very small number of students who attend alternative provision. This is because the school provides many opportunities for students to practise their reading, writing and spelling skills in subjects other than English and mathematics.

School details

Unique reference number	105577
Local authority	Manchester
Inspection number	10000494

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,139
Appropriate authority	The governing body
Chair	Ian Worrall
Headteacher	Kevin Hogan
Telephone number	0161 681 6178
Website	www.smrchs.com
Email address	contact@smrchs.com
Date of previous inspection	26–27 September 2012

Information about this school

- The school is larger than the average-sized secondary school.
- The majority of students are of White British heritage and very few students speak English as an additional language.
- The proportion of disabled students and those who have special educational needs is lower than average.
- The proportion of disadvantaged students supported through the pupil premium is above average. The pupil premium is additional funding to help students known to be eligible for free school meals and children who are looked after by the local authority.
- The school uses four organisations as alternative providers of education off the school site for 12 students. They are: the Manchester Pupil Referral Unit, The Lighthouse Group, the Harpurhey Alternative Provision School and the Leo Kelly Centre, which is part of the Manchester Hospital School.
- In 2014, the school met the government's floor standards, which are the minimum expectations for students' attainment and progress by the end of Year 11.



Information about this inspection

- Inspectors gathered a wide range of evidence during the inspection, including through observations of teaching, some of which were undertaken with senior leaders.
- Inspectors also visited an assembly and a tutor period.
- Meetings were held with school staff, including the headteacher, other senior leaders and staff in charge of aspects of the school's work. Inspectors also met members of the governing body and a representative of the local authority, as well as a small group of parents. Inspectors also spoke with students in formal interviews and lessons and informally at lunch and breaktimes.
- Inspectors considered a large variety of documentation related to the school's work: improvement plans, the school's view of its performance and information concerning students' attainment, progress and attendance. Inspectors also scrutinised records concerning safeguarding, students' behaviour and the quality of teaching and learning. Inspectors looked at students' work during lessons and at a further sample of students' written work in English and mathematics.
- Inspectors also analysed 18 responses to the Ofsted online questionnaire, Parent View.

Inspection team

Susan Wareing, lead inspector	Her Majesty's Inspector
Joan Bonenfant	Her Majesty's Inspector
Julie Yarwood	Her Majesty's Inspector
Clive Hurren	Ofsted Inspector
John Leigh	Ofsted Inspector
Janet Rowney	Ofsted Inspector
Osama Abdul Rahim	Ofsted Inspector

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Big Life Families - Rusholme Nursery



Rusholme Childrens Centre, Great Western Street, Manchester, M14 4HA

Inspection date	12 November 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The provider has failed to notify Ofsted that there is a new manager in post.
- Parents are not provided with a summary of the progress check for children aged between two and three years to share with their child's health visitor. Assessments of children's prior skills are not consistently completed and not all parents are involved in the process or guided to support their child's learning at home.
- Systems for observing and assessing children's development and for the manager to monitor children's progress are not consistently used or accurate. Gaps in children's progress are therefore not consistently identified by staff or the manager.
- Opportunities for children to develop independence and self-help skills are not consistently promoted by all staff members.

It has the following strengths

- Relationships between staff and children are secure. They take time to get to know children well and ensure that they feel secure. Staff are caring and sensitive towards children and attentive to their needs. They effectively support children's physical and emotional well-being during care routines.
- The staff offer a range of exciting opportunities for children based on children's interests. The children are excited to explore the many activities on offer and staff extend children's learning through skilful questioning.
- The staff have a good understanding of how to keep children safe both inside the nursery and on outings. Risk assessments are completed and fully understood.

What the setting needs to do to improve further

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

	Due Date
■ notify Ofsted of any change to the person who is managing the early years provision	04/12/2015
■ provide parents with a copy of the progress check that is completed for their child aged between two and three years to enable them to share it with their child's health visitor	04/12/2015
■ gather information from parents about their child when they first start, to make an initial assessment about children's starting points and provide parents with information about how they can support children's learning at home.	18/12/2015

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

- ensure that children's learning and development is regularly and accurately observed and assessed, and that systems to monitor progress are fully understood by the manager, to enable gaps in learning to be identified in a timely manner
- ensure that all staff promote all children's independence and self-help skills consistently.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, early years teacher and line manager. She looked at relevant documentation, such as a sample of policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted that a new manager has been appointed. However, the manager's suitability has been checked and she demonstrates a good understanding of her role and responsibilities, as well as statutory and other government requirements. The staff have a good understanding of how to keep children safe both inside the nursery and on outings. Risk assessments are completed and fully understood. Safeguarding is effective. The staff are able to identify potential signs of abuse and are confident in reporting concerns. Systems are in place to monitor children's learning, however, the new manager does not yet fully understand how to use the system and is therefore unaware of gaps in some children's learning. The manager has not identified weaknesses in the staff's ability to accurately observe and assess children's development. Systems for induction and professional development are in place. Supervision sessions provide an opportunity for the manager to identify training needs to improve the staff's skills and knowledge. Training has had a positive impact on the teaching of early mathematics. Parents' views are welcomed and valued and are used effectively in self-evaluation.

Quality of teaching, learning and assessment requires improvement

Assessments of children's prior skills upon entry to the setting are not consistently completed and not all parents are involved in the process. Therefore, parents are not supported well enough to guide their children's learning at home. Although the progress check for children aged between two and three is completed, the summary is not shared with parents or their child's health visitor. The staff team are well qualified and interact well with children. Young children are encouraged to describe quantities in the water tray and compare the length of toy insects in the soil. The environment supports all areas of learning. Staff support and extend children's language well. They use a range of techniques to develop vocabulary and listening and attention skills.

Personal development, behaviour and welfare require improvement

Children are offered a range of healthy snacks and staff talk to children about foods that are healthy. Children follow good hygiene procedures and are offered daily exercise, all of which contributes to promoting healthy lifestyles. Staff are respectful in their relationships with the children and each other. Staff consistently promote positive behaviour, explaining to children why their actions may hurt others. Parents have positive relationships with the staff and discuss children's care needs and routines with them. Children's independence and self-help skills are not consistently promoted. On occasions, children are not encouraged to complete tasks that they are capable of. For example, their sleeves are rolled up and aprons are put on for them. However, children are encouraged to put their own coats on and are delighted when they eventually pull up their zip.

Outcomes for children require improvement

Children, including those who receive additional funding, are making steady progress from their starting points. They are beginning to develop the skills they need for their next stage in learning, such as school.

Setting details

Unique reference number	EY473143
Local authority	Manchester
Inspection number	979441
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	64
Number of children on roll	32
Name of provider	The Big Life Company Limited
Date of previous inspection	Not applicable
Telephone number	01612273171

The Big Life Families nursery was registered in 2013. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager who holds a level 5 qualification and a staff member who has a relevant degree. The nursery opens from Monday to Friday during term time and offers sessions from 8.30am to 11.30am and 12.30pm to 3.30pm. 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.

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Kiddiwinks Day Nursery

397 Wilmslow Road, Manchester, M20 4WA



Inspection date	4 November 2015
Previous inspection date	10 December 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
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 is inadequate

- The provider and manager do not meet the legal requirements because they could not provide evidence of how they have checked the suitability of a staff member. The provider also failed to inform Ofsted of change of manager.
- Some staff do not use questions well to extend children's learning, and do not always set a good example of how to speak accurately. This limits how well children are prepared for the next stage of their learning or for school.
- The record of medicines given to children by staff are not always clear enough about which medicine has been given.

It has the following strengths

- The manager is extremely keen to improve the setting and has worked hard with staff to improve how well they assess children and plan for the next steps in their learning. Parents are pleased with the care their children receive.
- The manager and staff have a broad knowledge of current safeguarding issues. They know how to spot indicators of a wide range of types of harm and how to report concerns about children. This helps them to protect children.

Inspection report: Kiddiwinks Day Nursery, 4 November 2015

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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 all people looking after children are suitable to fulfil the requirements of their roles by having effective systems in place to ensure that practitioners, and any other persons likely to have regular contact with children (including those living or working on the premises) are suitable 20/11/2015

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

Due Date

- improve the quality of teaching and outcomes for children by improving how staff question children, so that they allow them time to think and to answer, and improve the consistency with which the staff model accurate speech 20/11/2015
- ensure that an accurate written record is maintained each time medication is administered, describing in detail the type of medicine given, and ensure that parents are informed about this on the same day, or as soon as is reasonably practicable. 06/11/2015

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the garden.
- The inspector held a meeting with the manager and provider and spoke with staff and children at appropriate times during the inspection.
- The inspector carried out three formal joint observations with the manager, who also took up the inspector's invitation to accompany her in most of the observations of teaching and learning in the setting. These took place in all rooms and outside, and included all age-groups cared for in the setting.
- The inspector reviewed evidence of staff's suitability and qualifications, and also reviewed and discussed the nursery's self-evaluation form.
- The inspector looked at a sample of records, including registers, children's assessment records and planning documentation. The inspector also reviewed a sample of policies and procedures, including those supporting safeguarding. The inspector reviewed records relating to nappy changing and sleeping arrangements.
- The inspector spoke to a sample of parents during the inspection and took account of their views as expressed in the parents' questionnaire and parents' emails. The inspector tracked a sample of children to evaluate their progress, speak to their key persons and observe the quality of their learning.

Inspector

Linda McLarty

Inspection findings

Effectiveness of the leadership and management is inadequate

Despite the manager's dedication and hard work the setting has not improved sufficiently since the last inspection. The provider and manager were unaware that they were not meeting some of the legal requirements, despite not meeting requirements at previous inspections for similar weaknesses. For example, this was not the first time the provider failed to inform Ofsted of a significant event, or has not been able to demonstrate that all adults are suitable to work with children. This, and the failure to inform Ofsted of the change of manager, indicate a significant lack of understanding of some of the legal requirements. Safeguarding is not effective. This is because the provider and manager could not provide any evidence of how they had checked the suitability of one member of staff. However the manager has made sure that she and her staff have a very secure knowledge of how to protect children and how to report any concerns. The manager regularly checks that the educational programme is meeting children's needs. She monitors the progress made by all children including those who may be more at risk of not achieving well because of low starting points. For example, the manager could explain why she had spent the Early Years Pupil Premium on particular resources to meet the needs and interests of specific children. The manager's arrangements to regularly check children's assessment records means that she can identify what difference the additional funding makes. The manager monitors staff planning files and has made a good start at observing staff practice. She gives staff feedback in regular supervision sessions. However, at times, the focus is more on maintaining accurate and up-to-date assessment and planning files than on supporting staff to improve the quality of their interactions with children. The manager has recognised this gap and has booked training for the whole staff team to improve teaching and learning in the immediate future.

Quality of teaching, learning and assessment requires improvement

Although all staff are qualified, some of their teaching methods sometimes do not help children to learn as well as they could. For example, the manager has rightly identified that occasionally staff question children too quickly. They do not give children enough time to think or answer before they ask the next question, or before answering themselves. This does not move children's learning on. The manager emphasises the importance of staff giving children a good example of accurate speech, to help children to speak clearly. However, this is not always put into practice. This is despite some children needing more help to communicate well. The manager has already booked staff on further training to improve this. Older children enjoy the newly introduced, good-quality outdoor mud kitchen. They use kitchen tools well to dig mud to make pretend hot chocolate. They independently dry the slide and climbing frame and know why wet equipment can be dangerous. Their climbing and balancing skills are extended well. Children aged two to five years get regular opportunities to name letters and match shapes and colours. Older or more able children are given more challenging tasks. Displays show that children are encouraged to express their creativity well using various materials in individual ways.

Personal development, behaviour and welfare require improvement

Parents appreciate the information they get about their children's progress in their learning and development, and how staff help them to build on this at home. Parents are informed of any changes to children's eating, sleeping or nappy changes which may indicate children becoming unwell or being less settled. Babies' specific care needs are met well. For example, a baby who likes to be cuddled to sleep with his head half-covered by his personal comfort blanket is soothed to sleep in their preferred way. Sleeping arrangements in the baby room are planned well to ensure children enjoy safe, hygienic sleep times. Sleeping children throughout the setting are checked regularly. Nappy changes are recorded very carefully throughout the nursery to ensure children are clean and comfortable. Children behave well and older children show good levels of independence as they clear away their own plates after lunch. Children develop their physical skills as they play with hoops outside, although occasionally weak organisation of activities like ball play does not extend the two-to-three year old children's physical skills. Older children show how safe they feel with staff as they confidently suggest activities such as story time, or show staff their favourite toys. Staff work well with parents and external professionals when they have concerns about children's development.

Outcomes for children require improvement

Assessments indicate that most children reach typical levels of development, taking into account their starting points. However, teaching and learning still require improvement because staff do not always use questions well to extend children's learning, or model accurate speech. This limits the extent to which children are prepared for the next stage of their learning or for school.

Inspection report: Kiddiwinks Day Nursery, 4 November 2015

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Setting details

Unique reference number	500114
Local authority	Manchester
Inspection number	1023123
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	52
Number of children on roll	36
Name of provider	Helen Malik
Date of previous inspection	10 December 2014
Telephone number	0161 256 2227

Kiddiwinks Day Nursery is in the Withington area of Manchester, and was registered on the Early Years Register in 1995. The nursery employs eight members of childcare staff all of whom hold an appropriate early years qualification at level three. The setting also employs two cooks. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children, and also receives the Early Years Pupil Premium.

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Sale Road Nursery

Sure Start, Sale Road, Manchester, M23 0JX



Inspection date	26 November 2015
Previous inspection date	4 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff supervision systems are good and have a positive impact on staff's professional development enabling them to be confident and to teach children well. As a result, children make good progress in their learning.
- Observations and assessment of children's learning are good. Managers and staff successfully track children's development to check for any potential gaps in their learning, which means they are addressed swiftly.
- Partnerships with parents are strong because they are kept well informed about their child's learning. Parents spoke highly of the relationships they have with staff, which helps to promote consistency of care and learning for children.
- Robust vetting processes are in place to ensure that staff looking after children are suitable to do so, including carrying out Disclosure and Barring Service checks which helps to keep children safe.

It is not yet outstanding because:

- Staff do not always allow enough time for children to answer questions, which limits opportunity for critical thinking and problem solving
- Staff do not always follow up children's absence from the setting in a timely manner to ensure children's individual needs are met.

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What the setting needs to do to improve further

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

- improve the way in which staff question children to provide children with time to answer questions, which helps them to think critically and to problem solve.
- review the way in which children's absence from the setting is monitored, to ensure children's individual needs are met.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at a range of documentation during the inspection.
- The inspector observed children during activities, both indoors and outdoors.
- The inspector spoke with the registered individual, the staff and the manager at appropriate times throughout the inspection.

Inspector

Ann Flynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff can identify the signs and symptoms of possible abuse and know the procedures to follow to keep children safe from harm. Staff practice ensures that children understand about sharing, and about the similarities and differences between people. The manager carries out regular monitoring of staff; supervision helps staff to develop through constructive feedback, support and appropriate training. As a result, the quality of the nursery has improved rapidly since the previous inspection. Managers successfully check children's development to identify any potential gaps in their learning. This information is used fully by staff which means children are well-supported in their readiness for school. Parents and carers are kept well-informed about their children's progress through an on-line assessment system. Parents spoke positively about the relationships they share with staff, which helps to promote consistency of care and learning for children. Self-evaluation and detailed improvement plans have helped the provider to identify clear areas for improvement to continually develop the service.

Quality of teaching, learning and assessment is good

Staff plan a wide range of activities for the children. For example, children enjoy joining in the 'physical education session' which helps them to understand about movement and how to stay healthy through exercise. Children also enjoyed looking for minibeasts outside in the mud kitchen, which helps children's understanding of the world. However, staff do not always allow children time to answer questions and this impacts on how well the children learn. Planning is detailed and children's progress is assessed and monitored regularly through an on-line assessment system, which clearly identifies the next steps in children's learning. Parents contribute to children's starting points on entry to nursery, which helps the staff to get to know the children well.

Personal development, behaviour and welfare are good

Relationships between staff and children are positive. Staff are responsive and often give children cuddles and reassurance. The provider helps the children behave well by explaining about how to share, and about being kind. Children regularly attend the nursery. However, staff do not always follow up children's absence in a timely manner to ensure children are protected and their individual needs met. The nursery is welcoming and the sleep room provides a warm, comfortable area in which children can sleep or rest. Children learn about how to be healthy through learning to wash their hands prior to eating and cleaning their teeth following meals. They enjoy outdoor play on a regular basis which helps in maintaining their good health. Children learn to do things independently as they serve themselves at lunchtime and choose resources for themselves.

Outcomes for children are good

Leaders and staff have good arrangements to check how well children are developing. Careful assessments and good teaching, are ensuring that children make good progress from their starting points.

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Setting details

Unique reference number	EY475028
Local authority	Manchester
Inspection number	1031756
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	85
Name of provider	Paint Pots (Manchester) Ltd
Date of previous inspection	4 June 2015
Telephone number	01619982798

Sale Road Nursery was registered in 2014. The nursery employs 14 members of childcare staff. Of these, ten hold appropriate early years qualifications at levels 2, 3 and 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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