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14 March 2016

Ms Toni Elliott
Headteacher
All Saints Primary School
Belle Vue Street
Gorton
Manchester
M12 5PW

Dear Ms Elliott

Short inspection of All Saints Primary School

Following my visit to the school on 1 March 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection. Since your arrival in January 2014, you have established a very clear vision for the school, strengthening the school further. Staff, parents, pupils and governors appreciate your friendly, inclusive approach and have confidence and trust in your leadership. You have instilled a strong sense of teamwork among staff and established high expectations for pupils. You are ably assisted by your deputy and, together, your complementary skills ensure that there is a strong focus on achieving the very best for your pupils.

Middle leaders are enthusiastic and feel increasingly empowered and accountable for pupils' learning. All parents who spoke to me, or responded to Ofsted's online questionnaire, Parent View, are positive about all aspects of the school and would recommend the school to others. Parents particularly appreciate that you are friendly and approachable; for example, several commented on how you and the staff are always willing to listen to parents' views and will 'go out of their way to help'. This is a happy, purposeful school where pupils, parents and staff see All Saints as the 'hub of the community'.

Since the previous inspection, pupils' progress has accelerated across the school. Most pupils make expected progress by the end of Key Stage 2 and a high proportion make more than the progress expected of them. Increasingly, many make good progress between the end of Reception and Year 2. However, you are not complacent and are keen to ensure that all pupils make equally strong progress



in all subjects, particularly those pupils who are both disadvantaged and most able. These pupils, in particular, make less progress in writing and mathematics than you would like. The plans you have put in place are already noticeably leading to improvement in pupils' learning.

Since the previous inspection, the curriculum has developed considerably. Pupils respond well to a wide variety of lively and engaging topics. The introduction of a 'wow' experience at the beginning of each topic has 'kick-started' pupils' enthusiasm and excitement. It has given purpose to their writing and imparted meaning to the skills and knowledge they are learning.

The involvement of parents in school and in their child's learning is a strength. You provide a wide range of opportunities for parents to come in to school and learn alongside their child. For example, you offer a weekly 'joining a lesson' session, where a parent can sit and work with their child on an aspect of mathematics or literacy. Parents are very complimentary about the ways they can be involved in school and how it has helped them support their child's learning.

At the previous inspection, inspectors identified a need to allow the most-able pupils to get on more quickly with different tasks from those of their classmates. They also required the school to provide more sharply focused individual targets for pupils and give them more detailed individual feedback on what step to take next to improve their work.

Leaders have addressed all of these aspects effectively, for the most part:

- The majority of most-able pupils are given activities that are challenging. By looking at work in books, inspectors found that pupils are encouraged to draw on a range of skills and are challenged further by being asked additional questions or by being set tasks to complete. However, as agreed, there is still work to be done on improving the progress of the most-able disadvantaged pupils.
- All pupils are given precise learning targets in reading, writing and mathematics. They talk confidently about what they are learning and know what they could do to improve. Opportunities are given for all pupils to respond to the comments that are made about their work and often teachers will add extra challenge in their comments to encourage pupils further in their learning.

Safeguarding is effective.

There are good systems in place in all areas of safeguarding and these are understood by staff. Regular and appropriate training for staff is undertaken and up to date. Leaders have effective relationships with other agencies and your inclusion team are determined to ensure that pupils are kept safe and their welfare needs are met.



Pupils say they feel safe and well cared for in school. They are assured that adults will help them if needed. Pupils talked knowledgeably about the ways that staff have taught them to keep safe and talk confidently about how to ensure that they stay safe in a range of situations including personally and online. All parents feel that you and the staff keep their children safe and well looked after. As a result, pupils are very happy and keen to come to school.

Inspection findings

- You have an honest and accurate view of the school's strengths and the areas that need further development. Everyone in school is clear about the direction they are heading and, as a result, you and your leadership team have good capacity for further improvement.
- You have ensured that you know each teacher's strengths and areas for development accurately; as a result, you are confident about who your strong teachers are and who still needs some support. I agree with you and the Chair of the Governing Body that a priority for the school is to secure stability in teaching staff as soon as possible.
- Governors play an active and informed role in evaluating the school's effectiveness and know the school well. Governors care deeply about the school and are keen to celebrate success, but are also rigorous in challenging where needed.
- The information you gather about pupils' progress is a strength. It is used by all leaders, teachers and governors very effectively to identify which pupils or groups are making progress and which need some additional support or challenge. Your half-termly 'health checks' and termly pupils' progress meetings ensure that all staff feel responsible for every pupil's learning, and give them an opportunity to reflect on how they could further adapt their teaching to meet their pupils' needs.
- Your newly formed team of middle leaders is keen to make an important contribution to furthering the improvements in school. They talk with growing confidence about pupils' learning in their areas of responsibility. They have the opportunity to monitor lessons and pupils' books and lead team meetings. You have rightly identified that one of your priority areas is to continue to grow and nurture this team.
- You have also identified the need to improve the progress and attainment of those pupils who, though disadvantaged, are among the most able in your school. To this end, you have taken decisive action, including appointing a senior member of staff to lead intervention. This role is to teach targeted groups of pupils and to keep a close eye on their learning needs and progress. This is already having an impact on speeding up their progress.
- Attendance is above the national average. You have good systems for monitoring attendance and punctuality. There are a range of effective rewards for good attendance. You do still have a few pupils who are persistently absent from school but the focus you have had on this, and the efforts to support families, have resulted in some successful improvements.



- Pupils' personal development, behaviour and spiritual, moral, social and cultural awareness are good. Pupils are polite, kind and thoughtful to each other. There are many opportunities for pupils to develop their self-worth both formally and informally. For example, as part of your 'Aspiration week', it was delightful to see pupils from Reception to Year 6 enjoying talking knowledgeably about what they wanted to be when they grew up. Pupils visibly enjoyed the 'Jobs fair' that your team organised, where a range of adults shared the work they did and fuelled pupils' ideas about their future plans.
- Teachers use their subject knowledge well to provide engaging and motivating learning activities in class. They also use questioning skilfully to prompt pupils' thinking. Where pupils make mistakes, these are used positively by teachers to provide an opportunity to develop learning further. As a result, pupils are very comfortable about getting something wrong: as one pupil said, 'We learn from our mistakes.' Work in pupils' books shows good progress over time and demonstrates a consistency across school in using the school's marking and presentation policy. Teaching assistants make a valuable contribution to supporting pupils' learning and meeting pupils' needs.
- The quality of the curriculum offered to pupils is good. There is a strong emphasis on giving pupils a range of practical equipment to help them learn. Throughout the school, lessons are rich in opportunities for writing, and speaking and listening. Many pupils have a wide vocabulary and are self-assured. For example, when I walked around school, many pupils came up to me, shook my hand and asked how I was.
- Children make very good progress in the early years, the vast majority from starting points that are lower than usual for children their age, particularly in communication, literacy and mathematics. Children are offered a wide range of stimulating learning experiences, both indoors and outdoors, that they visibly enjoy engaging in. As a result, children are happy and keen to learn. Staff here have high expectations and, as in the rest of the school, there is an emphasis on speaking; consequently, many children talk confidently in front of others, using full sentences where appropriate. The good use of assessment information ensures that provision and learning are matched very closely to children's needs. Adults have very positive relationships with children, and teach and support them well in their learning.

Next steps for the school

Leaders and governors, should ensure that:

- they continue to keep a close eye on improving further the attainment and progress of the most-able but disadvantaged pupils throughout the school
- they continue to develop and nurture the newly formed middle leadership team
- they secure a stable teaching staff throughout the school as soon as possible.



I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for Manchester City Council. This letter will be published on the Ofsted website.

Yours sincerely

Sue Eastwood
Her Majesty's Inspector

Information about the inspection

During this inspection, I met with you, your deputy and members of your middle leadership team. I also met with pupils, the Chair of the Governing Body and a representative of Manchester local authority. We visited eight lessons, attended part of a school 'Jobs fair', and I scrutinised pupils' work. I took account of one response from a parent to Parent View, as well as the views of six parents spoken to before and during the school day. I took account of 27 responses to Ofsted's staff questionnaire. I observed pupils' behaviour in lessons and during break and lunchtime. I looked at a number of documents, including information about pupils' achievement; your school self-evaluation; the school improvement plan; and documents and checks relating to safeguarding.

School report



St Dunstan's RC Primary School

Bacup Street, Moston, Manchester M40 9HF

Inspection dates 22–23 March 2016

Overall effectiveness **Good**

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher has worked tirelessly since her appointment to drive forward school improvement. She is supported well by the deputy headteacher and other senior leaders who have a clear and collaborative focus on what needs to improve.
- The majority of staff share this vision and work well as a team to ensure that standards in school have continued to improve.
- Governors know the school well and challenge senior leaders to continue to drive improvements.
- Since the last inspection, standards in reading, writing and mathematics have improved. The proportion of pupils reaching the expected standards in reading, writing and mathematics in 2015 was close to or above the national average at Key Stage 1 and 2.
- Pupils make good progress from their starting points because the quality of teaching, learning and assessment has improved. Teachers have high expectations of what pupils can achieve.
- Pupils behave well and enjoy coming to school. This is shown in their consistently above average attendance.
- The curriculum is well-planned and the use of specialist teachers in art, music and sports contributes well to pupils' personal and spiritual, moral, social and cultural development.
- Improvements to the early years provision since the previous inspection ensure that children get off to a good start and make good progress.

It is not yet an outstanding school because

- Pupils do not have sufficient opportunities to practise and apply their mathematical skills to solve problems and show mathematical reasoning.
- Teachers do not consistently plan tasks which allow pupils to apply and develop their reading skills across all subjects.
- Subject leaders are not fully using the range of information available to them to prioritise and measure the impact of improvements in the subjects they lead.
- The early years outdoor environment does not provide children with the same quality of provision as that found indoors.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further by ensuring that:
 - teachers consistently plan tasks which allow pupils to apply their reading skills across subjects
 - pupils have more opportunities to apply their mathematical skills to problem solving and reasoning activities in mathematics and other subjects.

- Extend the skills of subject leaders so they use the range of information available to them to prioritise improvements in the subjects they lead and to measure how well these contribute to school improvement.

- Build on the significant improvements in the early years by developing the outdoor environment so that the quality of provision is enhanced further and continues to improve children's outcomes.

Inspection judgements

Effectiveness of leadership and management is good

- The school has improved since the last inspection. Since taking up her post, the headteacher has worked tirelessly to bring about improvements to the school. She is well-supported by the deputy headteacher. Together with other senior leaders they have developed a strong and collaborative team who accurately know the key priorities for the school.
- There is an improved culture across school with the majority of staff sharing a vision of high expectations and improved outcomes for pupils. As a result, there have been improvements in pupils' outcomes at the end of Key Stage 1 and 2 and significant improvements to the provision in the early years. Teaching has improved and is now good.
- Systems for checking on the quality of teaching are now regular and rigorous. Senior leaders regularly collect information from lesson observations, scrutiny of pupils' books and analysis of assessment information. The outcomes from these are shared in senior leaders' meetings as well as in phase meetings. Consequently, all staff are aware of how well pupils are doing and where there needs to be improvement. This is having a positive impact on ensuring that practice is continually improved.
- Procedures for managing the performance of staff are closely linked to school improvement priorities. Teachers are set targets which demonstrate high expectations and pay progression is closely linked to teachers' performance. The headteacher does not shy away from having difficult conversations when staff do not meet the high standards expected. Training is provided to support teachers in developing their practice.
- Good use is made of the sports funding to develop pupils' skills and well-being. There has been an increase in the range of sports available to pupils through after-school clubs and lunchtime activities. An increasing number of pupils are participating in sports clubs and the school has had success at inter-school sports events. Teachers have received training to support their development in areas such as dance, especially those at an early stage in their career.
- The curriculum is planned to ensure that there is an even coverage of subjects. A recent review has developed the use of 'challenge questions' at the beginning of topics. High-quality specialist teachers contribute well to pupils' good progress in art, French and physical education. Some pupils learn to play musical instruments, such as the guitar, which develop their musical skills.
- Many leaders of subjects, other than English and mathematics, are new to their role. They are keen to develop their roles and improve outcomes in their areas of responsibility. They have recently had training to help them to develop their understanding of how to use the information available within the school's monitoring and evaluation systems. However, there is more to be done to enable them to fully use this information to identify priorities to improve the quality of teaching, learning and assessment in their respective subjects and to check how successful any actions have been.
- Leaders have developed opportunities for pupils which help prepare them for life in modern Britain. Pupils have a strong voice in the school; their views are actively sought by leaders on a variety of issues. Year 4 and 5 pupils recently presented an assembly on 'great British values' which was a collaboration of work. This focused around what British values means to them in their context as well as in the wider world.
- The school has strong Christian values and pupils are taught about the importance of these. Pupils are also taught about different cultures, including Islam and Judaism, through themed weeks, enhanced with visits and visitors. The 'Different Day' and 'Africa Day' celebrations taught pupils about different cultures through dance, food, customs and costumes. Parents were active supporters of the day bringing activities and experiences alive with contributions from their own cultures. This supports pupils' strong spiritual, moral, social and cultural development.
- The school has benefited from the focused support, direction and training provided by the local authority.
- The school makes good use of pupil premium funding to support disadvantaged pupils, both in their academic development and to support their personal development and well-being. This ensures that they have equal opportunity to participate in all the school offers. As a result, disadvantaged pupils' outcomes are good.
- **The governance of the school**
 - Governance has improved. Following the last inspection, governors swiftly undertook a review of governance and identified key aspects of their work to improve. Governors attend relevant training to

develop their skills and knowledge.

- Governors know the school well and visit the school regularly, joining leaders and the school improvement professional in monitoring school effectiveness. Governors have links with leaders within school and meet with them to discuss their areas of responsibility. Consequently, they are able to offer support but also hold leaders to account for school performance.
- The governing body receives a range of information from the headteacher and other leaders, as well as reports from external advisers who work alongside the headteacher. They have a good understanding of the new assessment requirements and the performance of pupils currently at the school. Careful consideration is given to how funding is spent so that it has a positive impact on pupils' outcomes.
- Governors have a good understanding of the procedures for performance management of teachers, including the rewarding of effective practice. They ensure that targets are closely linked to the priorities of the school.
- The arrangements for safeguarding are effective. Training for staff is up to date and includes how to protect pupils and assess the dangers of extremism and radicalisation. Leaders work in partnership with parents to keep them informed of the importance of keeping their children safe online, including the appropriate use of social media. The leaders and site manager manage the access to the school site by parents and pupils well, given the difficulties of two separate buildings divided by a road way.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the last inspection. The new tracking system and the regular meetings about how well pupils are doing ensures that teachers are clear about the expectations for learning in English and mathematics. They know where pupils need to develop their skills and consequently, using good subject knowledge, plan lessons which address this.
- Teachers use questioning well to check on pupils' understanding and to encourage them to explain their answers. In a Key Stage 1 class the teacher asked pupils to explain how they knew how to work out half of a number, encouraging them to use different strategies to do this.
- Teachers provide pupils with a good range of opportunities to practise their writing, which are sometimes linked to their topic. Pupils are encouraged to apply their understanding of grammar, punctuation and spelling to their writing. Books show that they do this successfully and pupils use these features with improving accuracy.
- Teachers plan different ways to help pupils organise their ideas and structure their writing. In Year 2, pupils were writing a persuasive letter as if they were an object in the room. One pupil explained to the inspector that he didn't like being walked on as a carpet, while another was unhappy about being sharpened all the time as a pencil.
- Pupils enjoy reading and younger pupils are able to apply their knowledge of phonics (letters and the sounds that they make) well to read words which are not familiar to them. In phonics sessions, teachers and teaching assistants provide pupils with good opportunities to practise and apply their skills so that learning is consolidated. In one session, pupils were able to identify words with the new sound 'oy' and then practised writing these in a sentence.
- Older pupils read with accuracy and their fluency is developing well. They read books which are often linked to their topic, such as the Second World War, and are able to work out the meaning of some unfamiliar words. Pupils understand the importance of reading and most have favourite authors whose books they enjoy reading.
- Teaching assistants are used well to support small groups and pupils who have additional needs. They use questioning well to support learning and encourage pupils to develop their understanding.
- Pupils benefit from specialist teachers in some subjects. In a Year 5 lesson, pupils were encouraged to describe emotions 'seen' in a painting before being shown how to use charcoal to create their own portrait. In a French lesson, pupils were keen to answer questions about animals and colours. The teacher's good subject knowledge and adeptness at building on learning ensured that pupils swiftly moved to answering in sentences and translating for one another.
- Pupils are given feedback which is often detailed and provides them with guidance on how to improve their work, particularly in English. There is a consistent approach to the use of colour coding to show pupils what needs to improve and a developing consistency in pupils responding to this guidance.
- Mathematics is taught well and pupils' books show that they are able to follow strategies to work out calculations with success. Teachers plan activities which are well matched to pupils' needs and enable them



to make good progress. There are some opportunities for pupils to solve word problems related to number calculations. However, there are not enough opportunities for pupils to solve problems or develop reasoning skills in mathematics and other subjects.

- Guided reading sessions have been reviewed and staff have received training on how to develop these further. As a result, there is a consistent format to planning of these sessions and regular opportunities for pupils to develop their comprehension skills. In the best examples seen, pupils are given tasks which encourage them to use and apply their reading skills to predict what might happen next or probe what was happening at different points in the book. However, sometimes tasks are not sufficiently well matched to the needs of pupils for them to fully develop these skills and extend their learning in English and other subjects.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are respectful of one another and say that bullying of any form or use of derogatory language is rare. Pupils say that any such incidents are swiftly dealt with. They are confident that there is an adult that they can go to if they have any concerns.
- Pupils have a good understanding of different forms of bullying, including cyber bullying, and have been involved in anti-bullying week, taking part in a play. Visits from other agencies, such as ChildLine, support pupils in knowing how to get help if they need it and who to discuss their worries with. A report by pupils shows this message was positively received.
- Pupils are taught about how to keep themselves safe with, for example, talks about stranger danger. Older pupils have opportunities to 'debate' issues which are topical and of interest to them. As a result, they have an understanding of the dangers of 'grooming' and what 'extremism' means in the wider world context.
- The school has a strong ethos which is focused around their Christian values. Some pupils are appointed school chaplains. They have visited other schools to learn about their faith and share their learning with others. This provides pupils with good opportunities to develop their spiritual understanding.
- Parents are made to feel welcome in school and are provided with regular communication. The school's parent support adviser and a school social worker provide parents with guidance and support on issues which may be affecting them and their families.
- Pupils are encouraged to be active and there are a range of activities in school and after school to develop their physical fitness. Pupils were asked about which sports they would like to have and what other skills they would also like to develop. The introduction of rugby has not only developed pupils' sports skills but also skills of discipline and resilience.
- Pupils are taught about healthy eating and how to look after their bodies. School meals encourage pupils to make healthy options, such as choosing from a salad bar and fruit options. Key Stage 1 pupils have access to milk and fruit at morning playtime. Pupils' understanding of the dangers of smoking, drugs and alcohol are not as well developed.

Behaviour

- The behaviour of pupils is good.
- Pupils are well-mannered, polite and self-assured. They conduct themselves around the school well and any lapses in this are addressed quickly by staff. Older pupils support younger ones with their reading and also during playtime activities.
- The 'family time' system enables pupils from different year groups to come together on a regular basis in class-sized groups. This encourages pupils to mix with pupils from different year groups and helps transition between different year groups.
- In lessons, pupils are keen to learn and they respond well to instructions. The majority of pupils work hard to complete tasks and enjoy lessons where they can work together in groups. In some classes a small number of pupils become distracted, particularly when the pace of learning slows. This is quickly addressed and does not impact on the learning of others.
- Since the last inspection the behaviour system has been reviewed and altered and there is now a more consistent approach to behaviour management. This has resulted in a decline in exclusions from school. There are a small number of pupils who have more challenging behaviour who are supported appropriately.



- Pupils enjoy coming to school as is shown in above-average attendance year-on-year. Very few pupils are frequently absent from school and there are good procedures in place to check regularly on these pupils.

Outcomes for pupils

are good

- Pupils' outcomes have continued to improve since the last inspection. By the end of Year 6 in 2015 the proportion of pupils reaching the expected standard in reading, writing and mathematics was similar to the national average. Almost all pupils made the progress expected of them and the proportion making more than expected progress was above national figures in reading, writing and mathematics.
- In Year 2, the proportion of pupils reaching the expected standards has continued to improve since the last inspection with the majority of pupils reaching the expected standard in reading, writing and mathematics. This represents good progress from starting points which were below those of other pupils of a similar age.
- The proportion of pupils achieving the national expectation in the phonics check in Year 1 improved on the previous year and is closer to the national average. Additional training and a consistent approach to the teaching of phonics by teachers and teaching assistants is having a positive impact on pupils' understanding of how to use these skills in reading and writing.
- The progress of pupils currently in the school is good. School assessment information and inspection evidence shows that pupils are making good progress from their different starting points. Leaders ensure the accuracy of judgments through regular checking on pupils' outcomes and through joint moderation of assessments within school and across a local cluster of schools.
- The achievement of pupils who are supported by the additional pupil premium funding is good. These pupils make the same and sometimes better rates of progress as their peers. At the end of 2015, disadvantaged Year 6 pupils performed as well as pupils nationally in reading, writing and mathematics and better than their peers in school in reading, writing and grammar, spelling and punctuation.
- The progress of pupils who have special educational needs and disability is good. These pupils are closely tracked and appropriate and timely intervention is put into place to ensure that they achieve well. Teaching assistants are used well to support pupils who need additional support to develop their skills and behaviours for learning.
- The most-able pupils make good progress in line with their peers. The provision for the most-able pupils was recently reviewed to check that the needs of these pupils were being met. Strengths were noted in tasks being planned and in questioning to support these pupils being challenged. Inspection evidence would support these findings. Additional provision to enhance opportunities for the most-able pupils has also been introduced. These include a book club to develop reading skills, projects such as investigating the metro system in Year 5 and pupils acting as 'digital leaders', updating the school website and working with other pupils.
- Pupils who have English as an additional language make good progress from their different starting points because they are supported well in class.

Early years provision

is good

- Leadership and management of the early years is good. The shared leadership is effective because leaders share a common vision and have clear actions in place to drive improvements. They have accurately identified the priorities for improvement and the actions which have been put into place to achieve them have been very successful.
- The proportion of children who reach the expected standard by the end of Reception has improved year-on-year, though has remained below national averages. The proportion of children predicted to reach the expected standard this year is expected to increase again. Consequently, an increasing number of children are prepared well to start Year 1. Improved assessment systems ensure that as children move into Year 1, staff are aware of what areas children need to continue to develop.
- The majority of children start Nursery with skills and knowledge which are below those for their age and a good number are significantly below those expected for their age. This applies across most areas of learning. School assessment information and observations show that children are making good progress from their starting points.
- The quality of teaching is good across both Nursery and Reception classes. Through the use of effective questioning by adults, children are encouraged to make decisions about their learning and explain their



reasoning. One child had made a 'princess' castle and wanted a road in front of it. She was encouraged to choose the materials she wanted to use to make this, collecting these and cutting the paper to size before designing the road.

- Adults work well across the settings to extend learning in the activities which children are engaged in. A small group of boys had made an aeroplane and through appropriate direction recorded their design and discussed what they might adjust.
- Phonics is taught well and children benefit from small group sessions. Adults model well how sounds are made and swiftly pick up where there might be any mispronunciation. A range of games and tasks are used to keep children interested and motivated, including 'sounds speed trial' and deciding if a word is a 'nonsense' word.
- Good-quality texts are used across the setting and many activities are planned to support the learning from this. For example, the book 'How to grow your dinosaur' generated activities related to growing seeds, checking how much sand was needed to fill a pot and role play involving dinosaurs.
- Children behave well in the setting and move between the independent activities sensibly. Children usually play and work well cooperatively. Occasionally, adults need to intervene when children become a little over exuberant and need to refocus on their task.
- Children are given a good range of opportunities to practise their writing skills. Children were writing appointment cards in the doctor's surgery, recording their results as they explored shapes in a 'feely' box and drawing and labelling their designs.
- Children are taught the importance of keeping safe by wearing hard hats when 'building' a wall and being shown how to carry scissors safely. Regular checks on the equipment by adults and clear routines contribute to ensuring that children are kept safe.
- As a result of effective analysis of children's needs, additional funding has been spent to improve children's outcomes. Resources have been used to improve children's communication and speaking skills. Sets of resources are available to parents to support learning at home and parents are also able to spend time with their child in the setting. The introduction of online learning records enables parents to look at and contribute to their child's learning.
- Adults use the outdoor environment well. During the inspection, a small group of children were bringing their bikes to the 'car wash' while another group were being supported in solving the problem of how to get an object to travel down a drain pipe. However, the quality of the outdoor environment is not as well developed as indoors for developing children's outcomes across all the areas of learning.

School details

Unique reference number	105526
Local authority	Manchester
Inspection number	10002221

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

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	345
Appropriate authority	The governing body
Chair	Lynda Walker
Headteacher	Gabrielle Eccles
Telephone number	0161 6815665
Website	www.stdunstansmoston.com
Email address	admin@st-dunstans.manchester.sch.uk
Date of previous inspection	27-28 November 2013

Information about this school

- St Dunstan's RC Primary School is larger than the average-sized primary school.
- Two thirds of pupils are from minority ethnic groups, some of whom speak English as an additional language. The proportion who speak English as an additional language is similar to the national average.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the last inspection there has been considerable staff turbulence and change, including to senior leadership. The headteacher was appointed from September 2014 and the deputy headteacher from April 2015. A significant number of senior and middle leaders have also been appointed since the last inspection.
- There is a private breakfast and after-school club on site which is subject to a separate inspection.

Information about this inspection

- Inspectors observed a range of lessons or parts of lessons and also looked at pupils' work.
- The inspectors listened to pupils from four different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and representatives of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure that pupils are kept safe.
- The inspectors spoke to parents, took account of the eight responses to the Ofsted online questionnaire (Parent View) and the school's consultations with parents. The views of staff were also taken into account, informed by the 12 returns to the Ofsted questionnaire.

Inspection team

Vanessa MacDonald, lead inspector

Ofsted Inspector

David Woodhouse

Ofsted Inspector

Alison Burbage

Ofsted Inspector

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School report

St John Fisher and Thomas More Catholic Primary School

Woodhouse Lane, Benchill, Manchester M22 9NW

Inspection dates	19–20 April 2016
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected as an academy

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not addressed underachievement in the school. Pupils do not do as well as they should.
- Disadvantaged pupils significantly underachieve, particularly in reading and mathematics.
- Leaders' monitoring and evaluation of the impact of actions to support pupils' learning are not sharp enough. Consequently, leaders' self-evaluation is overgenerous.
- Senior leaders do not hold middle leaders sufficiently to account. The quality of middle leadership is too variable. Some subject leaders do not have enough knowledge of standards in their subject to secure improvements.
- Governors are not adequately informed, particularly regarding the impact of actions on pupils' learning. Consequently, they are not able to hold leaders sufficiently to account. Governors have low expectations of disadvantaged pupils.
- The quality of teaching is too variable. Teaching does not consistently reflect school policies. It often does not present sufficient challenge to pupils, particularly the most able, to allow them to reach the highest standards.
- Some teachers' assessments of progress are overgenerous and do not reflect the work in pupils' books, particularly in writing.
- Teachers' subject knowledge of special educational needs and the new national curriculum requires further development.
- Persistent absence of disadvantaged pupils, although reducing slowly, remains high.
- The early years requires improvement. The proportion of pupils reaching a good level of development to ensure they are ready for the next stage of their education, although improving slowly, is below the national figure.

The school has the following strengths

- There have been improvements in the teaching of phonics (the sounds linked to letters) that have led to better achievement.
- Pupils' spiritual, moral, social and cultural learning is positive and reflects the school's caring ethos.
- Pupils' welfare and personal development is strong. Pupils feel safe and demonstrate commendable conduct and attitudes to learning.
- Parents are strongly supportive of the school.

Full report

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

What does the school need to do to improve further?

- Improve leadership and management by:
 - systematically and rigorously evaluating the impact of actions to improve pupils' learning, particularly those relating to improving outcomes for disadvantaged and most-able pupils
 - sharply focusing the evaluation of teaching on the impact it has on pupils' learning and systematically checking that areas for improvement have been acted upon effectively
 - improving the quality and breadth of information received by the governing body and multi-academy trust so that they are better equipped to hold leaders to account
 - improving the quality of middle leadership and more rigorously holding them to account to ensure they have best impact on securing improvement in their areas of responsibility
 - developing the rigour and accuracy of the school's self-evaluation
 - raising governors' expectations of the outcomes for pupils especially those who are disadvantaged.

- Improve teaching, learning and assessment by:
 - raising teachers' expectations of pupils, especially those who are disadvantaged and those most able
 - ensuring teachers use accurate assessment to plan appropriately challenging work for the most able, including those who are disadvantaged
 - ensuring teachers adhere to the school's policies on teaching including those relating to feedback and marking
 - developing teachers' subject knowledge of special educational needs and the new national curriculum.

- Improve the outcomes for pupils by:
 - ensuring the most able receive sufficient challenge and guidance to reach their full potential
 - ensuring appropriate and sharply focused support for disadvantaged pupils, including those who are most able, so they close the gaps with other pupils nationally and their peers in school
 - reducing the persistent absence of disadvantaged pupils further
 - continuing to enhance the quality of teaching in early years, particularly of core mathematical and English skills, so greater proportions of children reach a good level of development.

External reviews of governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

It is recommended that this school does not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders and managers have not demonstrated the capacity to bring about the sustained and rapid improvement required in the progress and attainment of disadvantaged pupils. Consequently, the standards reached by this large group of pupils have declined. The gaps between them and non-disadvantaged pupils nationally and others in the school have widened.
- The school's self-evaluation is overgenerous and sometimes based upon anticipation not evidence. The school's own self-evaluation documentation presented to inspectors was last updated in September 2015. In it, leaders judged the academy to be good in all areas even though the outcomes for significant groups of pupils were poor and leaders were aware of significant issues in the quality of teaching. Leaders' judgement was based on the anticipation that their actions would lead to improvement.
- Leaders are aware of the priorities for development in the school, particularly the need to improve the outcomes for disadvantaged pupils. A number of new initiatives have been implemented since September 2015, but they have not been focused sharply enough. Leaders have made no provision for the specific support of pupils who are both disadvantaged and most able, to help them accelerate their learning and reach their full potential.
- Leaders have not evaluated the impact of their spending of pupil premium funding fully. Some programmes provided through the pupil premium grant, including training courses for parents, are not evaluated to check their impact on pupils' attainment. Others, including the provision of fruit for key stage 2 pupils, are not evaluated at all. Senior leaders have not ensured sufficient improvement in the quality of teaching across the school. Their monitoring does not follow up systematically areas previously identified for improvement or check that the school's policies are being implemented consistently.
- Middle leadership is not strong enough across the school; these leaders' action planning is variable in quality. They do not all have a secure understanding of the quality of teaching in their subjects or of how well pupils achieve compared to the standards expected for their age. This is because they do not check often enough or with sufficient rigour.
- Leadership is more effective in the early years and in the management of safeguarding and pupils' welfare, where leaders demonstrate confident and secure understanding of their responsibilities. They keep detailed records and regularly check and evaluate the impact of their actions.
- Leaders recognise the importance of attendance at school in helping pupils to learn. Using pupil premium funding, they have employed an attendance officer to improve attendance. As a result of the robust challenge to any absence, the rate of persistent absence of boys has reduced this year. However, persistent absence for disadvantaged pupils, who form the majority of pupils in school, remains high.
- Leaders are aware of the priorities for improvement and these are reflected in the school's development plan. The plan is well structured and regularly reviewed by staff. Targets for improvement are ambitious and appropriate actions are identified that demonstrate the commitment of leaders to improving the school. However, leaders' checks on how effectively teachers are implementing their policies and the impact on pupils' learning are not tenacious or rigorous enough.
- Leaders have established better procedures for the induction of new staff who have joined the school since September 2015 so that they are clear about the expectations of the school and its policies. Leaders provide a broad and balanced curriculum. It is supplemented by a range of clubs and activities, including the use of a local technology centre to provide exciting and stimulating activities for older pupils around computing. They have chosen to follow the new national curriculum and are developing teachers' skills and confidence in specific aspects such as computing and the deeper understanding of mathematical problem-solving through staff training and external support from a wide range of providers.
- Leaders use the additional sports funding effectively to provide opportunities for pupils to take part in sporting activities and adopt healthy lifestyles. Funding has been used to give pupils greater access to sports training and competitions in a variety of sports including lacrosse and cross-country. Additionally, funding is used to support staff to develop their teaching skills by working alongside external specialist coaches.
- **The governance of the academy**
 - Governors do not receive sufficiently detailed information from senior leaders and external quality assurance professionals to allow them to hold leaders to account effectively. Governors primarily rely upon the information presented to them by the headteacher and the quality assurance reports



commissioned by the trust. The information they receive from external quality assurance professionals lacks focus on the important issues in school such as the performance of groups.

- Governors do not have sufficiently high expectations of disadvantaged pupils in school.
 - The multi-academy trust is aware of the school's difficulties and accepts it has not prioritised any additional challenge and support.
 - Governors and the trust have not ensured all the statutorily required information is placed on the school's website regarding governance.
 - Governors are very committed to the school and its caring ethos. Some governors, for example the governor responsible for safeguarding, regularly visit the school and work alongside senior and middle leaders to see the life of the school.
 - Governors have a secure understanding of how performance management links to teachers' pay.
- The arrangements for safeguarding are effective. The safeguarding policy is up to date and meets current requirements, including those relating to protecting pupils from radicalisation and extremism. The policy reflects the effective practice seen in the school. The robust safeguarding procedures are followed rigorously by well-trained staff. Records are appropriately detailed, stored securely and are quickly accessible. This ensures concerns are rapidly and effectively communicated so appropriate actions can be implemented. Senior leaders and staff work well with parents to develop a culture of safety, for example through the provision of online safety advice via the school website.

Quality of teaching, learning and assessment is inadequate

- Too much teaching over time and across the school does not meet the pupils' needs. Consequently, pupils, particularly those who are disadvantaged, do not make the progress they should and underachieve compared with non-disadvantaged pupils nationally and others in school.
- Questioning is not used effectively by teachers in all classes to check and develop pupils' understanding. Some teachers' insecurity in subject knowledge means that pupils' misconceptions are not corrected and pupils do not develop the vocabulary they need to help them deepen their understanding.
- Teachers' low expectations of pupils result in a lack of challenge in the work that is set for them. This is particularly the case for the most-able pupils. For example, higher-ability pupils in upper key stage 2 mathematics classes complete easy tasks before being given the opportunity to extend their learning through harder challenges on the same topic.
- The inconsistent implementation of the school's marking and feedback policy means that some pupils are not given appropriate feedback and guidance on how to improve their work. Where it is followed rigorously, for example in one Year 4 class, the quality of the feedback helps pupils to improve their learning and move forward. However, in some books the quality of marking falls short of the requirements of the school's policy. Consequently, pupils are given inaccurate or vague guidance on how to improve and little opportunity to act upon it.
- The accuracy of teachers' assessment of pupils' work is inconsistent across the school. Where assessment is inaccurate, the quality of work seen in pupils' books shows that pupils make less progress than is suggested in the school's tracking. Consequently, the rates of progress shown in the school's own data are overgenerous in some year groups. Over-reliance on test results to check progress in subjects such as mathematics has been recognised by teachers as being too narrow to provide an accurate reflection of pupils' understanding. Some actions have been implemented recently to begin to address this.
- The scrutiny of pupils' work in books by subject leaders does not sufficiently help teachers to improve their practice. Their work scrutiny does not focus on the impact of teaching on pupils' learning and leaders do not check that the areas for improvement that are identified are then acted on.
- Most pupils read accurately and say they enjoy books. However, older pupils say that they do not get enough time to read because of the school's current focus on revision for end of key stage tests. Pupils are less confident to discuss their reading in more depth.
- There are pockets of better teaching across the school, particularly in key stage 1 and Year 4. Here, teaching builds systematically upon pupils' prior knowledge and supports them to apply their skills successfully. For example, pupils were able to use their prior knowledge of addition and subtraction to undertake calculation linked to climbing Mount Everest and identify the position of base camps. In a key stage 1 poetry lesson, the teacher's adept use of questions and technical language allowed pupils to develop their understanding of adjectives and adverbs.



- Better teaching of phonics has resulted in improved outcomes in the Year 1 phonics screening check over the last three years. More pupils are reaching the expected standard and the gap with the national average has been reduced.
- The provision for pupils who have special educational needs or disability has recently improved under the leadership of the special educational needs coordinator who took up this responsibility in the spring term 2015. However, leaders recognise that much more work needs to be done to improve teachers' knowledge of special educational needs so as to have best impact on pupils' learning.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils develop their confidence in learning and show this through their good attitudes during lessons in which they are focused on their given tasks. However, they rarely demonstrate sufficient self-assurance and confidence to take the lead in their learning.
- Pupils are encouraged to develop their understanding of responsibility through their roles as school councillors, house and deputy house captains. Pupils' spiritual, moral, social and cultural education is good. Pupils develop empathy for other people; for example, pupils have recently been exploring what it must feel like to be a refugee fleeing from a war in Syria. Pupils learn to actively support charitable causes and develop their understanding of fundamental British values, including tolerance and respect.
- Pupils feel safe in school because they are well cared for and feel confident that members of staff will help them if they have any issues. Pupils know how to keep safe, including while online, because of the guidance they receive. For example, the school participates in safer internet week and involves local police community support officers in the delivery of online safety guidance.
- Pupils' physical and emotional well-being is promoted well through the excellent relationships with staff. Pupils are well cared for through the highly effective nurture groups and links with external agencies such as the multi-academy trust's own social worker.
- Pupils know about different types of bullying and say that instances are rare. They say that sometimes pupils call each other names, but staff deal with this effectively.

Behaviour

- The behaviour of pupils requires improvement.
- The school's actions to reduce persistent absenteeism for disadvantaged pupils have not had the desired impact and this remains high. Overall attendance is close to the national average.
- Pupils are attentive in class and quickly follow instructions. They show respect to their teachers and there is little minor disruption to learning.
- Conduct of pupils around the school is commendable; pupils are polite and courteous. They play well together at social times.
- Parents who spoke with inspectors or who responded to the online questionnaire feel that their children are safe, happy and well cared for in school.

Outcomes for pupils are inadequate

- Pupils do not do as well as they should across year groups and in most subjects. In the 2015 standardised assessments, the proportions of pupils reaching the expected standards for their age were significantly below national averages in mathematics and English punctuation, spelling and grammar. The proportions of pupils reaching the higher levels of attainment in mathematics, reading and English grammar, punctuation and spelling were also significantly below national averages. The proportions of pupils achieving the expected standards for their age in writing based upon teacher assessments was higher than the national figure.
- In 2015, pupils left the school on average two terms behind others nationally in mathematics and reading and four terms behind in English grammar, spelling and punctuation. Consequently, they were not well prepared for the next stage of their education.

- Pupils who are currently in the school are not making enough progress from their starting points in each year group. Many pupils are not working at the expected standards for their age, particularly in upper key stage 2 because of the weak quality of teaching they have received over time.
- Disadvantaged pupils, who make up the majority of pupils at the school, underachieve significantly compared with non-disadvantaged pupils nationally and others in school. In all subjects, this gap has widened every year for the last three years; disadvantaged pupils were almost a year behind others at the end of 2015.
- The standards of attainment in key stage 1 have remained considerably below those seen nationally for some time due to weaknesses in the quality of teaching pupils have received. Teachers in key stage 1, particularly those new to the key stage, are beginning to bring about some improvement to pupils' learning, but it is too soon to say this improvement is significant or sustained.
- In 2015, the proportion of pupils who achieved the expected standard in phonics in Year 1 improved but remained below national average. By the time pupils left key stage 1, the proportion of pupils at the expected standard in phonics was in line with national averages.
- Pupils who have special educational needs or disability currently in school make expected progress from their starting points relative to their needs because of the support they receive and the school's effective nurture group.

Early years provision requires improvement

- The leader responsible for early years recognises that she is only part of the way along the journey to improve the outcomes for children in the early years foundation stage. She has a clear understanding of the strengths and weaknesses in provision. Her actions, including the better sharing of information between Nursery and Reception, have resulted in slow but sustained improvement to children's outcomes.
- Children enter the early years with knowledge and skills that are mostly below those expected for their age. They make expected progress from their starting points because of the quality of teaching they receive. However, by the time they leave, too few children reach the good level of development that will equip them well for their next stage of education. Leaders recognise the need to enhance the quality of teaching further to present more challenge to children.
- Assessment of children's learning in the early years has improved and is now accurate and backed by a wide range of evidence. However, these records are not easily accessible; this hinders parents' use of them to learn about and contribute to their children's learning.
- Children enjoy coming to school in early years because of the fun and stimulating activities provided for them and the caring nature of staff. They play and work together well and collaborate on activities because staff clearly show them what to do. In Nursery, children eagerly joined in clapping and singing games that helped them understand the syllables in their names because the teaching assistant ensured they felt safe and comfortable to participate in this activity. Activities link back to the theme or topic that children are studying. However, some children lose concentration when not directed by an adult.
- Parents are happy with the provision for the children in early years. They appreciate the positive relationships with staff and they attend workshops that help them to understand the techniques the school uses to teach their children.
- Leaders ensure that the standards relating to the welfare and safety of children are met, so children feel and are safe.

School details

Unique reference number	139467
Local authority	Manchester
Inspection number	10011038

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	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	343
Appropriate authority	The governing body
Chair	Maureen Sweeney
Headteacher	Dominic Hemington
Telephone number	0161 998 3422
Website	http://clc2.uniservity.com/GroupHomepage.asp
Email address	admin@st-johnfisher-st-thomasmore.manchester.sch.uk
Date of previous inspection	25–26 September 2012

Information about this school

- The school is a larger than average-sized primary school.
- Over half of the pupils are known to be eligible for the pupil premium. This is well above average. The pupil premium is additional government funding to support the achievement of pupils eligible for free school meals and those looked after by the local authority.
- Slightly more than half the pupils attending the school are from minority ethnic groups, and for nearly half of the pupils in school English is not their first language.
- The proportion of pupils who have special educational needs or disability is lower than that seen nationally.
- The school meets the government's floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school does not meet requirements for the publication of information about governance, special educational needs information and the delegation of authority of governance on its website.
- A daily breakfast club is held on the premises, open to pupils and their parents.



Information about this inspection

- Inspectors observed a range of teaching and learning and looked at pupils' work. They listened to pupils reading and talked with pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders and representatives of the local governing body, the multi-academy trust and the Roman Catholic Diocese of Shrewsbury.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure that pupils are kept safe.
- The inspectors spoke with parents and staff and took account of the responses to the online staff questionnaire.
- There were no responses to the online pupils' questionnaire. Inspectors considered the 15 responses to the online parent questionnaire (Parent View).

Inspection team

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School report



Wright Robinson College

Abbey Hey Lane, Gorton, Manchester M18 8RL

Inspection dates	1–2 March 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher is passionate about improving the life chances of the pupils in his care. He is resolute and determined to ensure that all pupils have the best education whatever their circumstances. He has created a school which offers an oasis of calm and has an unwavering commitment to ensuring every pupil achieves.
- Leaders, and teachers at all levels, have exceptionally high aspirations for all pupils. There is a very strong sense of collective responsibility. They encourage pupils to 'dream big' and pursue challenging goals beyond school. The successes the school achieves are the result of a team effort.
- Unified leaders have a relentless but supportive focus on improving teaching in order to accelerate pupils' progress. Procedures to monitor pupils' progress are first class. Leaders accurately identify pupils who are not performing at their best and swiftly intervene to secure improvements.
- The governing body is very well informed about the work of the school; it has an accurate view of the progress pupils make. Governors give strong challenge and support. There are small gaps in their knowledge regarding looked after children.
- The curriculum is tailored to match the aspirations and interests of all pupils. It is enriched with extensive extra-curricular opportunities and frequent charitable activities, which prepare pupils very well for life in modern Britain.
- Teaching is outstanding because teachers know their subjects and adapt their approaches well to the needs of their pupils. They carefully craft lessons to ensure that no pupil is left behind. Occasionally, opportunities are missed to deepen pupils' understanding by developing their reasoning skills.
- Outcomes for pupils are excellent. Pupils make extremely good progress in a wide range of subjects, irrespective of their starting points. The achievement of disadvantaged pupils is improving rapidly. The school's work to develop pupils' literacy skills is very effective, although a few pupils lack a thirst for reading.
- All staff build exemplary relationships with pupils and model respect and strong values; consequently, pupils' behaviour is impeccable. Pupils are courteous and respectful to all staff and show a mutual respect for one another. The pupils' exemplary conduct around the site is matched by outstanding attitudes to learning in the classroom.
- Pupils believe that the school is a safe haven in which to learn and flourish. They wear their 'Team Wright Robinson' badges with pride and are appreciative of the high-quality support and teaching they receive. They contribute strongly across the school community. Parents are full of praise for the school. Pride in the school is shared by staff, governors, pupils and their parents.

Full report

What does the school need to do to improve further?

- Widen the range of information provided to governors about the achievement of looked after children to ensure that governors can challenge leaders even more extensively.
- Improve teaching even further by:
 - increasing the opportunities for pupils to develop their reasoning skills, so they can discuss their thinking and ideas, in order to deepen their knowledge
 - further advancing the ambitious literacy and reading strategy, to fine-tune pupils' skills and strengthen pupils' passion for reading.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher's passionate and steadfast focus on improving outcomes for all pupils is a beacon which staff, pupils and parents follow. The headteacher has a clear vision focused on improving the lives and life chances of young people and this is well articulated, understood, and shared by all. Badges worn by pupils and staff, 'Team Wright Robinson', are valued and reflect a sense of pride; there is a united approach to making this school exceptionally effective.
- The senior leadership team works cohesively to ensure that all pupils receive exceptional personal development that raises pupils' aspirations and allows their academic achievement to flourish. The 'outstanding' judgement is the result of rigorous and effective school systems, implemented by loyal leaders, to improve teaching and learning across the school. Leaders are reflective and accurately monitor and evaluate the effectiveness of their actions in improving outcomes for all pupils. Leaders have a robust and accurate picture of the school and know its strengths and weaknesses well. All lessons that senior leaders jointly observed with inspectors were judged accurately.
- Outstanding leadership underpins this school's success. The headteacher is supported by an extremely strong team of senior leaders. Highly effective academic and pastoral middle leadership contributes significantly to the excellent progress that pupils make. All staff are empowered to lead their own areas of responsibility effectively. Pupils' leadership is highly valued and they are given real leadership responsibilities. For example, in Year 8, the physical activity leaders support Year 7 social time and visit form time to support pupils' mathematics and English development.
- The quality of teaching and learning is rigorously monitored by leaders across the school. Appropriate pathways are provided to support teachers' development. Teachers who are regarded by the school as outstanding are utilised and make a positive contribution to the school through the delivery of whole-school training. Other teachers follow the outstanding teachers' programme to refine their craft and develop further strategies to improve pupils' outcomes.
- The curriculum is broad and balanced for all pupils. Careful consideration is given by leaders to ensuring that the curriculum offers pathways that are appropriate for all learners. Fundamental British values and personal, social and health education are blended into the curriculum. The school effectively maintains a high regard for British values by ensuring reinforcement of these values through lessons and also through school displays and plasma screens around the fabric of the building. As a consequence, equal opportunities are fully promoted and upheld. Pupils reported that prejudice and intolerance are not issues. They are adamant that everyone is treated equally.
- All teachers consistently apply the school's clear behaviour policy. Respect and the use of manners resonate throughout the school, reinforcing pupils' high standards. Teachers build strong relationships with pupils. A comment by a member of staff on the online survey conducted by inspectors typified the views of many: 'I feel very proud of the pupils in this school and the excellent way they represent us as a school.'
- Pupils are well cared for and the school's work to keep them safe and secure is outstanding. Leaders use appropriate external support when required and vulnerable pupils are extremely well supported. Pupils who are educated off-site at alternative centres or at the school's own 'Compass Centre' are protected by clear checks and protocols.
- The headteacher and his senior leaders work cohesively to promote strong personal development and develop high academic achievement. Parents recognise the strong impact the school has on their children's education and think highly of the school. One parent reported on Parent View: 'this is a fantastic, well-led school'. Another parent who spoke to the inspector by telephone reported that 'staff are amazing. My child is now getting grade A's because of the high-quality support and guidance.'
- The school offers an assortment of activities and additional experiences that very effectively promote pupils' spiritual, moral, social, and cultural education, particularly through science, art, music and physical education. For example, Year 7 pupils can be inspired through a well-organised science club and Year 10 and 11 pupils can take part in completing the Duke of Edinburgh's Award.
- The school ethos and belief in pupils' achievement are branded across the fabric of the building. Pupils' work is celebrated and photographs of successful teams and artwork promote pupils' self-belief, courage and determination. Pupils take notice of the quotations on the school's walls: 'revision cannot be taken lightly, excellence is a choice', along with, 'In the TEAM we trust – in sport we believe – TEAM Wright Robinson – made in Manchester'.
- The local authority has provided helpful support through visits to the school to evaluate leaders' impact and to meet with the headteacher. However, support for looked after children is not always effectively provided by the local authority.



■ The governance of the school

- Governors fully submerge themselves in the life of the school; they attend school trips and residential visits to gauge the ambition and attitudes of pupils beyond the classroom. They are sharply focused on ensuring pupils can lead successful lives once they leave 'Team Wright Robinson'.
 - Governors are reflective and well trained to challenge the school and its leaders. They ensure the school strives for continual improvement. They use their knowledge and skills to interpret examination results and current information on pupils' progress insightfully. As a result, the governing body has been successful in challenging the school to do better. Pupil premium funding is monitored clearly by governors; they have a good understanding of the impact of this spending on the achievement of disadvantaged pupils. However, senior leaders do not share extensive information regarding the overall progress of looked after children. As a result there are small gaps in governors' knowledge on looked after children.
 - The governing body ensures that policies are up to date, comprehensive, well informed and accessible to pupils, parents and carers.
 - Governors are knowledgeable about the strengths of the school and areas for development. They pay regular visits to the school and ensure they keep a close eye on school developments. Governors have a good understanding and knowledge of safeguarding within the school.
- The arrangements for safeguarding are effective. Leadership of this area is very strong. There is a strong focus on keeping pupils safe. Procedures are fully in place and leaders and governors fulfil their statutory duties effectively. Staff engage very effectively and appropriately with parents, carers and other stakeholders to make sure that all pupils are supported and safe. The school ensures that parents are also provided with the information they need to help keep their sons and daughters safe when online beyond school hours. Procedures to ensure that all staff receive relevant training are strong, as are the protocols and practices for record-keeping. Staff have received a range of training on potential areas of risk for young people. They have attended 'Prevent' training to help them to identify pupils who may be at risk of being radicalised and also received recent training on female genital mutilation.

Quality of teaching, learning and assessment

is outstanding

- Teachers' high expectations of pupils and their strong relationships form solid foundations on which outstanding teaching is built. The drive for relentlessly good and outstanding teaching over time enables nearly all groups of pupils to make outstanding progress.
- There are very strong relationships between staff and pupils based on mutual respect. This creates a positive environment where pupils feel valued and confident, and in which outstanding learning takes place. Pupils value the support that they get from their teachers and other adults.
- Pupils are not afraid to seek help or support in their learning because the school encourages a strong positive ethos for attending additional support sessions. Pupils regularly access well-organised additional support to further their learning or to clarify any misconceptions that they might have in their understanding. These additional teaching sessions are highly valued and well attended by pupils. For example, inspectors observed a popular Year 11 additional session, held before school, in modern foreign languages to support listening and reading.
- Teachers have secure subject knowledge and plan well-structured lessons that cater for all pupils, building pupils' knowledge and skills. Teachers ensure that the levels of challenge are appropriate for all individuals and groups to enable the highest possible rates of progress. Teachers and support staff know their pupils well and anticipate their needs so that barriers to learning are removed. Occasionally, teachers miss opportunities to deepen pupils' understanding through reasoning and discussion.
- Teachers ensure that pupils who are academically more able are stretched to reach the highest possible standards in their examinations. In the summer of 2015, one in seven grades awarded at GCSE was a grade A or A*. This represented excellent progress from pupils' starting points.
- The school has adopted a marking and assessment policy which has been embedded by most staff to further support and challenge pupils to do their very best. Teachers' feedback provides pupils with effective support and guidance on how to improve their work. Inspectors saw evidence of excellent progress being made in English, where thoughtful feedback enabled pupils to develop a deep understanding of Tennyson's 'The Charge of the Light Brigade'. Pupils are adept at assessing their own work and also provide constructive feedback to others. Pupils take great care of their books, which are immaculately presented and reveal a strong sense of pride in their achievements and learning.



- During the best lessons, pupils hunger for information from teachers to satisfy their desire for learning and teachers address difficult concepts skilfully. Inspectors observed a mathematics lesson in which pupils were supported through precise questioning to develop their understanding of the surface area of a cuboid. Another lesson in physical education showed how sharp questioning encouraged pupils to use specific terminology and a depth of understanding in how to complete a lay-up shot in basketball.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school provides an oasis of calm, and promotes mutual respect for all. Value is placed on being kind and respectful, and contributing to the community. Many pupils have leadership roles which enable them to make a strong contribution to this aim. For example, older pupils play a key role in supporting younger pupils through coaching and mentoring. Year 11 prefects are highly regarded and set strong examples for younger pupils by participating in the supervision of social time activities.
- A purposeful start to every school day reinforces high expectations. Pupils gain information through daily bulletins about school events, reminders about healthy eating and top tips for literacy and numeracy. Teachers lead pupils in opportunities to discuss current world issues. For example, inspectors observed confident pupils engaged in discussing fair trade, showing empathy for coffee growers and pickers. Form periods are also used to provide additional support for pupils in English and mathematics to enable them to secure even further improvements.
- Pupils in the school form a richly diverse community; they are encouraged to work well together and no form of discrimination is tolerated. Pupils report that bullying is almost unknown, and dealt with swiftly on the rare occasions when it occurs. The school monitors bullying assiduously and incidents are extremely rare.
- Pupils wear badges on their blazers with pride to celebrate their achievements. High aspirations are continually promoted by teachers. An inspector met with members of the school council who talked openly about how transgender issues are dealt with effectively within school and the importance of freedom of speech.
- Pastoral leaders have a clear understanding of pupils in their charge and ensure that pupils are supported well in school. All members of the school are very well versed in how to keep safe, including the risks of being groomed when online. Recent checks by leaders on pupils' well-being, related to personal safety and internet safety, revealed strengths in pupils' knowledge within the school.
- Pupils are very well prepared for the next stage of their education, training or employment. All Year 10 pupils are encouraged to take part in work experience and develop a stronger understanding of the world of work and the importance of employability skills. Careers education is very well planned and delivered through the curriculum from Year 8 onwards. All Year 11 pupils receive a well-informed careers interview and a personal careers pathway, to ensure that they are clear about their next steps. Leaders carefully monitor and evaluate careers provision.

Behaviour

- The behaviour of pupils is outstanding. Leaders have ensured that core values are instilled across the school and this creates an inclusive and harmonious community. Pupils show a high level of respect for one another, and are impeccably polite and courteous to adults and visitors to the school. They have a high sense of pride and treat the facilities of the school with respect. The vibrant wall displays of pupils' work and celebrations of their achievement are all in very good condition and reflect the school's powerful ethos. Inspectors saw no litter or graffiti around the school.
- The attendance rate for all groups of pupils is above national average as a result of a highly proactive and skilled team of staff. The school promotes the importance of attendance strongly among the community and holds parents to account when attendance falls below the school's high expectations. Pupils take little time off school because they value their education and enjoy being part of 'TEAM Wright Robinson'. The number of fixed-term exclusions has decreased rapidly as leaders have successfully implemented anger management sessions and a special support programme, for identified pupils. The school continues to use alternative methods of educating pupils by using the school's own dedicated centre, 'Compass Centre'. This is a provision for pupils at risk of not doing as well as their peers and is housed just off the main school campus. It provides short-term alternative education until pupils are ready to be reintegrated into school.



- Pupils manage their own behaviour extremely well. This is evident in lessons and also at lesson changeover times, in the dining room and during social times. Movement around the school is calm, orderly and purposeful. The strong, positive ethos of the school is such that pupils quickly become adept at managing their own behaviour. Inspectors also saw many examples of pupils' willingness to help each other in a truly cooperative way. Leaders ensure that new arrivals and younger pupils are engaged in school life and promote high aspirations and expectations from the moment they step through the door. New arrivals settle into the school swiftly. Value is placed on being kind and respectful, and contributing to the community.
- Pupils who attend alternative provision have their attendance and welfare checked on a regular basis and achieve what is expected of them.

Outcomes for pupils

are outstanding

- Pupils enter the school with very low attainment compared to pupils nationally. Some pupils arrive with a considerable learning lag. Leaders have ensured that pupils' targets are aspirational for the end of each key stage. This aspirational culture challenges teachers and pupils to be fearless in reaching for the stars and has resulted in a rise in academic success.
- In 2015, the proportion of pupils gaining five or more A* to C grades at GCSE, including English and mathematics, was similar to that found nationally. This represents outstanding achievement for this cohort of pupils.
- For the last two years, by the end of Key Stage 4 pupils have made particularly strong progress when compared to national figures. In 2015, the proportion of pupils who made expected and better than expected progress in English and mathematics was well above national figures. Pupils also made significantly better progress than the national average in science, humanities and languages. Current school information indicates that this positive trend is set to continue.
- In 2015, the proportion of pupils attaining the English Baccalaureate was higher than found nationally.
- Pupils who take vocational courses achieve outstanding results in qualifications that prepare them very well for their future. The school has established very strong success over time in BTECs such as media and business.
- The most-able pupils benefit enormously from the culture of high expectations and improved teaching, and now make excellent progress. The numbers of pupils gaining the higher A* and A grades rose in 2015 in a number of subjects. In core and additional science, French, Spanish, textiles and business studies, the proportions of pupils gaining the higher A* and A grades are above national figures. This trend is set to continue in 2016.
- In 2015, disadvantaged pupils' attainment in GCSE mathematics and English was above national figures. In 2016, the predicted progress for disadvantaged pupils has rapidly improved. Disadvantaged pupils are set to make more progress than their non-disadvantaged peers in school and nationally.
- In Key Stage 3, the proportions of pupils making expected and more than expected progress are in line with those found nationally. Across the school in every year group, standards are exceptionally high and pupils' progress is rapid across a large majority of subjects.
- Leaders are acutely aware of the importance of instilling a love of reading and ensuring all pupils have strong reading skills. Pupils with low literacy levels receive well-structured and coordinated support to enable them to make strong progress. The reading recovery programmes are effective in developing and improving pupils' reading. The school library facilities have been improved to encourage further reading and new reading strategies are being closely monitored. Teachers enthusiastically share their choice in reading on their classroom doors and join in emphatically during national reading celebrations like 'World Book Day'. A few pupils do not share their peers' enthusiasm for reading.
- Pupils who arrive at the school with low prior attainment make strong progress as a result of appropriate support and provision. Pupils who have special educational needs or disability also make strong progress. In 2015, the proportion of pupils with special educational needs or disability who gained A* to C grades at GCSE in English and mathematics was above national levels.

School details

Unique reference number	105564
Local authority	Manchester
Inspection number	10010455

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,667
Appropriate authority	The governing body
Chair	Colin Brierley
Headteacher	Neville Beischer
Telephone number	0161 370 5121
Website	www.wrightrobinson.co.uk
Email address	c.cooper@wrightrobinson.co.uk
Date of previous inspection	26–27 February 2014

Information about this school

- The school is a much larger than average 11–16 mixed secondary school.
- The proportion of pupils eligible for the government's pupil premium grant is more than double the national average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals and those looked after by the local authority.
- There are more boys than girls and 75% of pupils are White British, with the remainder coming from a wide range of minority ethnic backgrounds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The proportion of pupils with a disability or special educational needs is below average and the proportion of those with a education, health and care plan is below average.
- A few pupils are educated off-site at the Manchester PRU, and a small number of pupils are taught in the Compass Centre, which is led and managed by the school and housed just off the main school campus. The Compass Centre is a temporary provision for pupils whose behaviour is a cause for concern.

Information about this inspection

- Meetings were held with the headteacher, members of the senior team, middle leaders, the Chair of the Governing Body and governors, and an officer from the local authority and newly qualified teachers. Inspectors also spoke by telephone to members of staff from the external educational providers.
- Inspectors observed learning in a wide range of lessons across all year groups, including observations with senior leaders. During these observations, inspectors looked at pupils' work and talked to them about it.
- Inspectors formally interviewed a large number of pupils, and spoke to a range of pupils informally at break and lunchtime. Inspectors also observed pupils' conduct and behaviour throughout the school day.
- Inspectors viewed registration periods and an assembly, and made visits to the school's internal inclusion unit.
- The inspection team observed the school's work; scrutinised data about pupils' achievement, behaviour and attendance; scrutinised pupils' work; looked at documents used by leaders to check the school's work; reviewed minutes of meetings of the governing body; and viewed records relating to the monitoring of teaching. During the inspection, detailed consideration was given to policies and practices relating to safeguarding and also how the school prepares its pupils for life in modern Britain.
- Inspectors took account of the 125 responses to the Ofsted online questionnaire, Parent View, and also spoke to a parent by telephone. They also considered the responses to the staff online questionnaire and the school's own pupils' surveys.

Inspection team

Dawn Platt, lead inspector	Her Majesty's Inspector
Linda Griffiths	Ofsted Inspector
Debra Wood	Ofsted Inspector
Anthony Clifford	Ofsted Inspector
Emma Gregory	Ofsted Inspector

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