



**Children and Young People Scrutiny Committee**

**Ofsted Subgroup**

**School inspection outcomes: academic year 2016/17**

| School                           | Date of previous inspection | Previous Ofsted outcome | Date of most recent inspection | Ofsted outcome       |
|----------------------------------|-----------------------------|-------------------------|--------------------------------|----------------------|
| Manchester Academy               | 24 January 2012             | Good                    | 20 September 2016              | Requires Improvement |
| Loreto High School               | 9 July 2013                 | Good                    | 27 September 2016              | Requires Improvement |
| Crowcroft Park                   | 20 May 2014                 | Requires Improvement    | 27 September 2016              | Good                 |
| Manchester Communication Academy | 19 September 2012           | Good                    | 27 September 2016              | Requires Improvement |
| Levenshulme High School          | 3 July 2013                 | Inadequate (SM)         | 5 October 2016                 | Outstanding          |
| The Birches School               | 11 July 2012                | Outstanding             | 1 November 2016                | Outstanding          |
|                                  |                             |                         |                                |                      |
| The Willows Primary School       | 11 February 2015            | Requires Improvement    | 2 November 2016                | Good                 |
| Moston Fields                    | 21 April 2015               | Requires Improvement    | 8 November 2016                | Requires Improvement |
| Connell Sixth Form College       | 27 January 2015             | Requires Improvement    | 21 November 2016               | Requires Improvement |
| St Chrysostom's                  | 3 November 2011             | Outstanding             | 29 November 2016               | Good                 |
| The Barlow RC High School        | 16 October 2012             | Good                    | 30 November                    | Requires Improvement |
|                                  |                             |                         |                                |                      |

| School                      | Date of previous inspection | Previous Ofsted outcome | Date of most recent inspection | Ofsted outcome       |
|-----------------------------|-----------------------------|-------------------------|--------------------------------|----------------------|
| Baguley Hall Primary        | 12 February 2013            | Good                    | 25 January 2017                | Good                 |
| Secondary PRU               | 16 January 2014             | Good                    | 30 January 2017                | Good                 |
| Our Lady's High             | 10 February 2015            | Requires Improvement    | 31 January 2017                | Good                 |
| Cringle Brook Primary       | N/A                         | N/A                     | 9 February 2017                | Outstanding          |
| Crosslee Primary School     | 2 October 2012              | Good                    | 15 February 2017               | Good                 |
| Moston Lane Primary         | 22 May 2013                 | Good                    | 28 February 2017               | Good                 |
| St Willibrord's RC Primary  | 15 May 2012                 | Good                    | 28 February 2017               | Good                 |
| St Peter's RC High          | 18 June 2013                | Good                    | 28 February 2017               | Good                 |
| Manchester Creative Studio  | N/A                         | N/A                     | 1 March 2017                   | Special Measures     |
| Manchester College          | 12 May 2014                 | Good                    | 7 March 2017                   | Requires Improvement |
| St Peter's RC Primary       | 12 February 2013            | Good                    | 7 March 2017                   | Good                 |
| St Bernard's RC Primary     | 21 March 2012               | Good                    | 7 March 2017                   | Good                 |
| Rodney House Special School | 24 October 2012             | Outstanding             | 14 March 2017                  | Outstanding          |
| Cravenwood Primary Academy  | 5 December 2012             | Special Measures        | 21 March 2017                  | Good                 |
| Chapel Street Primary       | 11 September 2012           | Good                    | 21 March 2017                  | Requires Improvement |
| Oasis Academy Aspinall      | 3 March 2015                | Requires Improvement    | 25 April 2017                  | Good                 |
| St Elizabeth's RC Primary   | 20 March 2013               | Good                    | 12 April 2017                  | Good                 |
| Whalley Range Academy       | 17 October 2012             | Good                    | 19 April 2017                  | Good                 |
|                             |                             |                         |                                |                      |
| Ringway Primary School      | 27 February 2012            | Good                    | 14 June 2017                   |                      |
|                             |                             |                         |                                |                      |
|                             |                             |                         |                                |                      |

School report



# Chapel Street Primary School

Chapel Street, Levenshulme, Manchester M19 3GH

## Inspection dates

21 March and 26–27 April 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Until recently, leaders have done too little to arrest the deterioration in teaching and pupils' achievement. Consequently, almost all aspects of the school have declined since the previous inspection.
- Governors have not asked enough searching questions about weak academic outcomes at the end of key stage 2 for all pupils and for those pupils who are disadvantaged.
- Some subject leaders have too little influence on the quality of teaching in their area of responsibility.
- Information on pupils' progress is not used effectively by leaders to check the impact of their work or to spot gaps in achievement.
- In some classes, subjects other than English and mathematics are hijacked by an overemphasis on literacy skills.
- The teaching of reading does not go far enough in ensuring that pupils are successful, fluent and enthusiastic readers.
- Teaching assistants do not have enough impact on pupils' learning.
- In the past, pupils' slow progress across key stage 2 resulted in low standards, especially in reading and writing.
- Some older pupils have large gaps in their learning due to weaker teaching in the past.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities make varied progress across the school.
- The most able pupils are not able to deepen their learning because they are over-reliant on teachers to provide direction for learning.
- Some pupils do not attend school as frequently as they should.

### The school has the following strengths

- The new headteacher has brought about a sea change to the school. Teaching is improving quickly and pupils are making swifter gains in their learning.
- Good leadership ensures that children get off to a flying start in the early years.
- Delightful, friendly and well-behaved pupils are an asset to the school community.
- Pupils who are at the earliest stages of speaking English are supported very well.
- The warm and nurturing atmosphere ensures everyone is welcome and treated with respect.



## Full report

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

- Improve pupils' progress so that a greater proportion are able to match the expectations for their age by the time they leave Year 6 by:
  - tackling the legacy of underachievement to ensure gaps in pupils' skills and knowledge close quickly
  - helping the most able pupils to apply their learning and skills to deepen and extend their understanding
  - ensuring pupils are able to build their subject-specific skills and knowledge in subjects other than English and mathematics as they move through the school
  - supporting pupils who have special educational needs and/or disabilities to make stronger progress from their starting points
  - targeting additional support more effectively to ensure disadvantaged pupils have the same chances as other pupils nationally to be successful learners
  - continuing to reduce the high absence rates.
- Build upon recent improvements in teaching, especially reading, to ensure that pupils are able to make the progress they should as they move through school by:
  - reviewing the systems for teaching reading so there are greater opportunities for pupils to read for pleasure and for purpose across a broad range of texts
  - ensuring that teaching assistants are appropriately deployed in classrooms and that these additional adults have the skills and knowledge to make a difference to pupils' learning.
- Improve leadership and management by:
  - ensuring that governors have the skills and confidence to check the work of the school and to champion the achievement of all pupils, including those who are disadvantaged
  - developing the role of subject leaders so they are able to influence teaching and promote pupils' achievement across different subjects
  - using the wide range of information on pupils' progress more effectively to check the impact of leaders' work, the difference extra teaching strategies are making and to spot any gaps in achievement
  - reviewing the use of additional funding to support disadvantaged pupils and pupils who have special educational needs and/or disabilities so that the strategies in place enable these groups to become successful learners.

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



## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Chapel Street has faced a challenging journey since the previous inspection. Rapid expansion in 2014, which happened almost overnight, saw a marked increase in the number of pupils on roll. These pupils joined different year groups at the beginning of the 2014 summer term. Most of these pupils were new to the country and at the earliest stages of speaking and understanding English.
- These unusual circumstances go some way to explaining the decline in pupils' outcomes. However, contextual changes are by no means the only reason Chapel Street is no longer good. A lack of leadership direction, weak guidance for teachers, and an insufficient focus on pupils' achievement have also played their part.
- This picture of decline is being halted quickly due to the calm, authoritative and expert leadership of the new headteacher. This is lifting aspirations and expectations at all levels. More importantly, change is being managed sensitively, without riding roughshod over the heart and soul of the school. Chapel Street remains a special place to pupils and staff.
- The new headteacher has the full support and confidence of pupils and staff. Leaders at different levels are buoyant and teachers are doing their utmost to follow new ways of working. There is a sense of purpose and optimism in the school which is leading to high levels of morale. Chapel Street is turning a corner, but there is still a considerable distance to travel to ensure that pupils' academic gains match their strong personal, social and emotional development.
- Teaching is improving rapidly. It is much stronger than in recent years. Shared ways of teaching, good-quality professional development and the close checks leaders keep on what is happening in the classroom are all making a positive difference. Pupils' books speak volumes. The quality of work pupils now produce bears little resemblance to the unacceptable outputs in many classes at the start of the year.
- Although very willing, the contribution of other leaders in the school is varied. For some, leadership roles are still fairly new as a result of the recent staff restructure. For others, there is too little impact of their work over time. This is especially true for curriculum leaders, who have not stamped their mark on the quality of teaching in subjects other than English and mathematics.
- The pupil premium grant has not been used well to support the academic achievement of disadvantaged pupils. The impact of strategies funded by this money is too varied because the needs of these pupils have not been considered closely enough. Consequently, disadvantaged pupils continue to lag behind other pupils nationally.
- Similarly, the additional funding to support pupils who have special educational needs and/or disabilities is not monitored closely to ensure it is making a difference. While some strategies to support these pupils work well, others are not as secure. This accounts for the varied progress this group makes over time.
- In contrast, strong leadership of physical education means the primary sports funding is used very well to improve pupils' participation in, and enjoyment of, physical activity. A wide range of clubs, such as dodgeball, dancing, gymnastics and keep-fit allow pupils



to be involved in varied sporting activities. Not only do pupils enjoy these opportunities enormously but they are gaining a positive local reputation for their success in competitive tournaments. For example, they are very proud to be two-time winners of the Manchester mountain bike competition.

- Recent changes mean pupils have appropriate opportunity to develop their skills, knowledge and understanding in a range of subjects. The curriculum provides pupils with opportunities to find out about the past, gain a sense of the world around them and develop key life skills such as cookery. However, an overemphasis on pupils' writing skills sometimes overshadows the depth of subject-specific learning in subjects such as history, geography and science.
- A wide variety of additional activities broaden pupils' experience and underpin their enjoyment of school. For example, pupils' music skills are developed well through drumming and ukulele lessons. Gardening activities instil a sense of pride and care for the school grounds. Visits outside of classrooms bring topics alive while a range of visitors to school enhance pupils' learning, personal development and safety. These activities, along with excellent relationships at all levels, promote pupils' spiritual, moral, social and cultural development very well.
- Pupils are cherished and nurtured through effective approaches to support their personal, emotional and social skills. A broad range of strategies are in place to help pupils overcome any barriers that may stop them from growing into valuable citizens of the future. The support for pupils who arrive at school at the earliest stages of speaking English is especially powerful.
- This is a happy school, where everyone receives a warm and genuine welcome. Pupils who arrive at different points of the year, often from different countries, settle extremely quickly. Pupils from different cultures and religions mix well together during work and play. Pupils' limited grasp of English or any physical disabilities make little difference to how they are viewed or treated by others. Strong bonds of friendship are in place regardless of colour, belief or gender. Pupils are shining examples of respect and tolerance. Consequently, they are well prepared for life in modern Britain.
- The tide is turning at Chapel Street. Recent improvements in teaching plus the stronger outcomes at the end of early years and key stage 1 all indicate the building blocks for future success are in place. As a result, the school has the capacity to improve further.

### **Governance of the school**

- Reflective and honest governors want the best for the school. They readily admit they did not act on their concerns about the decline in pupils' standards with enough vigour. They have learned their lesson, instigating a review of governance, to ensure that they are well equipped to offer greater insight, support and challenge in the future. The impact of this external review has already led to positive change in how governors complete their work and in the range of questions they now ask.
- Governors know the school well and have a good understanding of the priorities for improvement. Minutes from their meetings show they have well-developed antennae around safeguarding pupils. However, governors have not applied the same rigour when checking on how effectively additional funding is being used to promote the achievement of disadvantaged pupils and those pupils who have special educational



needs and/or disabilities.

## **Safeguarding**

- Pupils' safety enjoys priority status in the school. Well-trained staff, including non-teaching staff, ensure that any signs of pupils at risk of abuse are spotted early and reported swiftly. School records show concerns are followed through diligently. Good links with outside agencies and parents, along with the school's own range of therapy strategies, mean pupils receive the support they need when facing challenging times.
- Leaders know the context of the school well. They are alert to potential issues around female genital mutilation, forced marriage and child sexual exploitation. Attendance information is scrutinised carefully to ensure that any long-term absence is not related to any safeguarding concerns.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- In recent years, teaching has not been good enough. Most teachers have pupils' best interests at heart, but they had lost their way in recent years. Insufficient guidance on whole-school teaching strategies and ineffective feedback on their performance took its toll. Low expectations and inconsistent teaching strategies took hold. Pupils' achievement, especially in key stage 2, suffered as a result.
- Teachers' response to recent changes show their resilience, professionalism and a desire to provide a good standard of education to the pupils in their care. They are seizing the opportunity to improve and are putting new learning into practice in almost all classes. Consequently, expectations of what pupils can and should do for their age are rising quickly in most year groups.
- Most teachers plan carefully to tackle gaps in pupils' knowledge and skills. They check pupils' understanding effectively and reshape tasks when they realise pupils are muddled. This is not the case for all teaching assistants. Some provide very close support which helps pupils immensely. Others do not have enough influence on pupils' learning. Their understanding of what pupils should achieve for their age is underdeveloped.
- Many teachers scaffold learning effectively to help pupils move forward. For the most part, this is working well, especially for pupils who find learning more difficult and for those who speak English as an additional language. However, there is a downside to this approach. Pupils are very reliant on the teachers' guidance, which is limiting their ability to try out and consolidate new learning. This is especially true for the most able pupils. Too few are working at greater depth because they lack sufficient opportunities, or confidence, to extend their skills or deepen their thinking.
- The teaching of phonics is effective. Well-structured sessions enable pupils to tackle familiar and new words well. However, the teaching of reading beyond phonics is not hitting the mark. It does not ensure that pupils read fluently for pleasure and with understanding. Too much time is wasted on tasks which do too little to move pupils' reading prowess forward.
- In contrast, the teaching of writing has improved. Teachers ensure that pupils gain the



tools to write for a range of purposes. Mathematics teaching is emerging as a relative strength due to teachers' good subject knowledge and their understanding of what it takes to become masters of mathematics.

- Subjects other than English and mathematics are taught, but with varying degrees of success. Teachers' desire to improve pupils' writing skills means that some tend to use history, geography and science lessons as a further opportunity to practise writing. This is diluting the quality of the subject-specific knowledge and skills pupils gain.
- Without exception, teachers are highly skilled in forging positive relationships. Their warm and nurturing manner underpins the calm, friendly and harmonious atmosphere across the school.

### **Personal development, behaviour and welfare**

**Good**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils thrive emotionally, socially and personally. This is because they are valued as individuals and supported effectively to become well-rounded youngsters.
- Pupils' joy in being part of the Chapel Street family is evident the minute they cross the door. Their broad and ready smiles do not falter throughout the entire day. They are happy and feel safe. They know adults care for them and are there to respond to any concerns that arise.
- Pupils say bullying is a rarity and that hurtful name-calling, especially around the colour of someone's skin, is not tolerated. Pupils know why it is wrong to harass others. Pupils typically commented: 'Everyone has emotions and you need to stop and think about how you might be hurting them.' However, pupils' understanding of the impact of homophobic bullying is underdeveloped.
- Pupils know how to keep themselves safe, especially when using personal computers and mobile telephones. Older pupils gain an awareness of how to protect themselves from unwanted sexual attention through the support of well-trained teachers and external providers.

#### **Behaviour**

- The behaviour of pupils is good. Pupils enjoy being in school. They value their learning and they appreciate their teachers. Older pupils are keen to point out their teachers willingly give up their lunchtime to offer 'drop-in' sessions in readiness for the forthcoming national tests.
- Adults across the school respect pupils, treat them fairly and see them as individuals. Pupils repay this trust back in spades. They are calm, polite and willing to conform to school rules. Despite the size of the school and the complexities of moving large groups of pupils around, they very rarely play on opportunities to get up to mischief during unstructured time. Playtimes and lunchtimes are calm, safe and friendly.
- Pupils' good behaviour around school is mirrored in classrooms. They get on with their work with little fuss or complaint, despite teachers demanding so much more than in





the past. Adults support pupils who find managing their behaviour more of a challenge very well. Consequently, lessons are rarely disrupted by weak behaviour.

- Although pupils have positive attitudes to work, some of them, especially the most able, do not have the resilience to keep going when they face challenges. They are too quick to wait for adult support or reassurance from the teacher.
- Published attendance data for the school does not make for good reading. It is low. Furthermore, the proportion of pupils who miss large periods of time away from school is double the national average. School data shows few pupils miss school other than to go on long extended holidays, often to their home country. This is the root cause of weak attendance and a reason some pupils do not achieve well.
- The steely resolve of leaders is beginning to tackle absence issues, but attendance is not good enough for some pupils.

### Outcomes for pupils

### Requires improvement

- Pupils' outcomes at the end of key stage 2 have followed a steady decline since the previous inspection. Poor progress has led to pupils leaving school with low standards, especially in reading and writing. In the past, pupils have not been served well. Too many were unable to make a successful start in their chosen secondary school.
- Too many pupils lost ground in Years 3, 4 and 5. They fell backwards instead of surging ahead, due to weaker teaching and low expectations. Despite the increased demand in Year 6, these pupils just had too many gaps in their learning to reach the expectations for their age.
- Recent changes are leading to an upturn in pupils' achievement. Pupils' books provide compelling evidence of accelerated progress since the start of this academic year. Nonetheless, for some pupils, especially those in key stage 2, this positive turnaround is doing no more than helping them to catch up to where they should have been in the first place. Consequently, pupils' progress at this current time is no better than expected. While this is a marked improvement on published data, it is not good enough.
- Over time, disadvantaged pupils have not achieved as well as other pupils nationally in reading, writing and mathematics. Those disadvantaged pupils currently at the school are beginning to catch up to others in some classes. However, there is still a way to go to ensure they do as well as they should for their age.
- Pupils who have special educational needs and/or disabilities make varied progress as they move from year to year. Pupils who speak English as an additional language make the same progress as others in the school. Progress is swifter for those pupils who receive intensive support because they are at the earliest stages of communicating in English.
- There are no marked differences between different minority ethnic groups within the school. Pakistani pupils make similar progress and reach the same standards as others by the time they leave Year 6.
- Too few pupils were working at greater depth by the end of Year 2 and Year 6 in the last round of published results. This looks set to continue for the most able pupils. An



over-reliance on adults and gaps in previous learning are preventing this group from becoming sophisticated writers, enthusiastic readers and accomplished mathematicians.

- In 2016, boys did less well than girls in reading and writing. Current data shows this pattern is reversing quickly. Pupils' books show boys share the same passion for writing as girls and they are making the same gains in their learning.
- Pupils are gaining a writer's voice because they use vocabulary well and produce creative work to entice a reader. However, some older pupils continue to carry the scars from previous underachievement. Gaps in their basic skills stop some from making greater progress towards age-related expectations.
- Pupils' mathematics books point to rich opportunities for pupils to solve problems which encourage them to think hard, use their knowledge of number and explain their answers. Pupils are thoroughly enjoying the demands of this new way of working. This is helping to lift their confidence and competence as young mathematicians.
- The proportion of pupils who gained success in the Year 1 phonic screening check broadly matched the national average. Younger pupils use their phonic skills well when they meet new words. Older pupils' achievement in reading is not racing ahead as quickly as it is in writing and mathematics.
- There are signs of a stronger picture emerging for younger pupils. More children are starting Year 1 ready to learn. In turn, the proportion of pupils making the progress they should by the end of Year 2 matched the 2016 national average. These improvements are securing firm foundations on which to build.
- Pupils make the same good efforts with their work in subjects other than English and mathematics. Their work is well presented and shows an increasing pride in their success. In some classes, pupils gain an understanding of chronology and are able to pose and then investigate scientific questions. This is not true in other classes.
- Pupils' understanding of different religions is particularly noteworthy. A genuine focus on celebrating key festivals from different faiths has led to their good understanding of Christianity, Islam and Judaism. This underpins pupils' good understanding of, and respect for, differences between people, religions and customs.

### Early years provision

**Good**

- Weaknesses in leadership across the school did not permeate into the early years. Despite a decline happening elsewhere, this part of the school has gone from strength to strength due to determined and effective leadership.
- The early years leader has made good use of effective external support to improve the quality of provision and teaching. Good-quality teaching from a cohesive group of adults mean children flourish in different classes and teaching groups.
- A considerable number of children enter Nursery unable to access the activities typically associated with their age. For some, language is a barrier. They make good progress across the early years, which means the proportions reaching a good level of development has increased year on year. Although this figure remains below average, the gap is closing quickly.



- The early years leader has been particularly successful in ensuring that the early years pupil premium funding gives disadvantaged children a boost from the start. Money has been spent wisely on shoring up children's speaking skills, a marked weakness for many, to help them access learning. This is working well. In 2016, disadvantaged children did as well as others in school and almost as well as other pupils nationally.
- A strong focus on early reading, writing and mathematics plus children's good behaviour and personal development means they are ready for Year 1. Children are encouraged to read and write from the earliest age. They do so willingly and with confidence. For example, small groups of children re-enacted a common fairy tale, reading a text and taking on parts in the play.
- The well-equipped and well-organised indoor and outdoor environment provides a wealth of purposeful learning opportunities which meet children's needs and interests. Consequently, different groups of children are active, involved and thoroughly enjoy their time in the setting. Children concentrate, listen to others, take turns and stay on task until it is complete. They gain the skills to become successful and bold learners.
- Children are kind to each other and follow routines well. Their behaviour matches that of older pupils within the school. They are kept safe and secure by caring staff who are fully aware of their roles and responsibilities.
- Adults work seamlessly to support children's learning, asking good questions or posing problems to reignite children's interest in a task. Checks on children's learning are regular and information is used well to inform future tasks.
- Fruitful links with parents ensure smooth communication and enable parents to gain an insight into how their children learn.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 105404     |
| Local authority         | Manchester |
| Inspection number       | 10024179   |

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                     | Maintained   |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 710  |
| Appropriate authority               | The governing body   |
| Chair                               | Rachel Skelton   |
| Headteacher                         | Sally Lowe   |
| Telephone number                    | 0161 224 1269  |
| Website                             | <a href="http://www.chapelstreetprimary.co.uk">www.chapelstreetprimary.co.uk</a>               |
| Email address                       | <a href="mailto:admin@chapelstreet.manchester.sch.uk">admin@chapelstreet.manchester.sch.uk</a> |
| Date of previous inspection         | 11 September 2012  |

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a much larger than average-sized primary school.
- Almost all pupils are from minority ethnic groups. Pupils of Pakistani heritage make up the largest group in the school. Over three quarters of pupils speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- The number pupils who receive support through the pupil premium funding is above the national average.
- More pupils enter the school at different times of the year than is seen nationally. A



number of these pupils are at the earliest stages of speaking English when they join the school.

- There have been a number of changes to the school's context since the previous inspection. In 2014, the school expanded. The number of pupils on roll grew by one third, as did the proportion of staff.
- A new headteacher took up post in November 2016.
- The school meets the government's floor standards. These are the minimum standards and rate of progress expected in reading, writing and mathematics of pupils in key stage 2.
- The school meets the Department for Education's definition of a coasting school based on key stage 2 academic performance results in 2014, 2015 and 2016.



## Information about this inspection

- Inspectors visited most classrooms to observe teaching, pupils' learning and behaviour.
- They observed and spoke to pupils during lessons and at play. Inspectors met formally with four groups of pupils and heard pupils read.
- Meetings were held with the headteacher, senior and middle leaders, members of the governing body and a representative from the local authority.
- The inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding. They took account of school information about pupils' outcomes and scrutinised pupils' books.
- Inspectors chatted to parents at the start of the school day. They also took account of the 21 responses to Parent View, Ofsted's online questionnaire, including the 17 free-text responses.
- Inspectors considered the 78 responses to Ofsted's staff questionnaire.
- Two Ofsted Inspectors visited the school on 21 March 2017 under section 8 of the Education Act 2005. This was followed up by a further visit on 26–27 April by two of Her Majesty's Inspectors and an Ofsted Inspector as the inspection converted to a section 5 inspection under the same Act of Parliament.

## Inspection team

|                               |                         |
|-------------------------------|-------------------------|
| Joanne Olsson, lead inspector | Her Majesty's Inspector |
| Neil Dixon                    | Her Majesty's Inspector |
| Leon Bernstein                | Ofsted Inspector        |
| Doreen Davenport              | Ofsted Inspector        |
| Maureen Hints                 | Ofsted Inspector        |



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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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School report



# Cravenwood Primary Academy

Cravenwood Road, Crumpsall, Manchester, Greater Manchester M8 5AE

**Inspection dates**

21–22 March 2017

|  |                          |
|--|--------------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>              |
| Effectiveness of leadership and management   | <b>Good</b>              |
| Quality of teaching, learning and assessment | <b>Good</b>              |
| Personal development, behaviour and welfare  | <b>Good</b>              |
| Outcomes for pupils                          | <b>Good</b>              |
| Early years provision                        | <b>Good</b>              |
| Overall effectiveness at previous inspection | Not previously inspected |

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, governors and the academy trust have transformed the school into a happy, caring place where staff and pupils thrive. Everyone feels a valued part of the 'Cravenwood family'.
- The principal provides inspirational leadership. She is supported effectively by a skilled senior leadership team and governors. All aspects of the school's work have improved and there is good capacity to secure further improvement.
- Teachers are committed and enthusiastic. Effective teaching supports pupils of all abilities to make good progress over time. Pupils' attainment is rising in all key stages.
- Disadvantaged pupils make sound progress from their starting points. The high proportion of pupils who join the school throughout key stages 1 and 2 are supported effectively and often make rapid progress.
- Staff's high expectations and focus on celebrating achievements motivate pupils and help them develop good attitudes to learning. Pupils are friendly and supportive of each other.
- The procedures to safeguard pupils are rigorous and effective. Pupils say that they feel cared for and safe. British values are promoted well.
- Pupils' progress is most rapid in mathematics, where teaching is particularly effective.
- Pupils' progress in writing is good over time but uneven across the school. Handwriting, spelling and punctuation skills are not taught consistently and pupils' writing lags behind their oral language skills.
- Achievement in reading is improving and pupils are keen readers. However, comprehension skills are not taught as explicitly as they could be in all classes.
- Children in the early years relish learning in a stimulating setting. They make good progress and grow in confidence. Their language skills are developed exceptionally well.
- Middle leaders make a good contribution to improving teaching and learning in the core subjects of reading, writing and mathematics.
- Leadership of other subjects is at early stages of development. The curriculum is broad and balanced but pupils' learning in non-core subjects is not planned in the same depth as in English, mathematics and science.
- Leaders' monitoring of teaching and learning helps teachers reflect on their classroom practice and improve it. However, it does not focus well enough on pupils' progress in foundation subjects.





## Full report

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

- Quicken pupils' progress in reading and writing so that the standards at the end of key stage 2 at least match national averages by:
  - ensuring that handwriting, spelling and punctuation skills are taught consistently and systematically from year to year so pupils develop fluency in their writing
  - teaching age-appropriate reading comprehension skills explicitly from the early stages.
- Further develop middle leadership by:
  - extending the role of middle leaders in curriculum planning and improving teaching and learning in subjects such as science, computing, history, geography, art and design and technology
  - sharpening monitoring to include evaluation of the impact of teaching on pupils' progress in subjects other than reading, writing and mathematics.



## Inspection judgements

### Effectiveness of leadership and management

Good

- The principal's motivating leadership and uncompromising ambition for pupils have raised staff morale and staff's expectations for pupils' achievement and behaviour. The principal is supported ably by senior leaders who have a range of expertise. By working together successfully, staff across the school have secured significant improvement in teaching and learning and transformed the school since it opened as an academy.
- Staff's consistent focus on positive behaviour and celebration of achievements develops pupils' confidence and instils pride in their school. 'You did it!' is a common refrain among staff and pupils.
- The highly effective promotion of pupils' spiritual, moral, social and cultural development and leaders' commitment to equalising opportunity are key factors in the transformation of the school. Pupils work together constructively and this develops their social skills. They show respect for the wide range of different cultures and faiths that are represented in school and are prepared well for life in modern Britain.
- Self-evaluation is accurate and improvement planning is focused on appropriate strategic priorities. The effectiveness of actions is evident in the improvements to teaching, learning and behaviour so far. Leaders track pupils' progress carefully. Any pupils who are not making good progress in reading, writing and mathematics are identified early and given additional support.
- Senior leaders have tackled the legacy of inadequate teaching left by the predecessor school and continue to improve it with good quality training and effective management of teachers' performance. Teaching is now good.
- Senior leaders ensure that salary progression is linked closely to the achievement of challenging and relevant performance targets. Staff at all levels are keen to participate in training to develop their skills. Professional development is planned effectively to meet individual needs, support priorities for improvement and further staff's career ambitions.
- Monitoring of teaching and scrutiny of pupils' work are effective in supporting teachers to improve what they do in lessons. However, monitoring does not pay sufficient attention to the impact of teaching in different subjects. Consequently, some less effective practice, for example in aspects of writing and in some non-core subjects, is not picked up.
- Leaders of reading, writing, mathematics and physical education have developed effective leadership skills through external training and coaching from senior leaders. They feel trusted and value the autonomy they have to take initiatives. Leaders are effectively improving teaching and learning in these subjects.
- Leadership of other subjects, such as science, computing, history, geography and art, is still at early stages of development. Leaders of these subjects do not have much influence on curriculum planning and teaching and learning.
- Pupils benefit from a broad curriculum that extends their understanding. Their learning is enhanced by a range of extra-curricular activities. Reading, writing and mathematical



skills are promoted well in a range of subjects. However, pupils' subject-specific knowledge and skills are not developed to the same depth in non-core subjects.

- Pupils understand and practice fundamental British values because they are taught about them, staff demonstrate them and they underpin the daily work of the school. The school's 'conscious discipline' approach encourages pupils to act responsibly, taking account of core values such as the rule of law and individual liberty. Pupils respect each other and have a good understanding of democratic principles. Their understanding is further enhanced by visits and visitors to the school who demonstrate how such values are integral to modern society.
- The pupil premium is used effectively to raise the achievement and broaden experiences of disadvantaged pupils. Leaders have analysed barriers to learning thoroughly and make sure funding is used to minimise these barriers. Leaders also ensure that international arrivals and other vulnerable pupils are provided with the support they need to ensure their well-being and academic progress.
- The additional physical education (PE) and sport premium is used appropriately to increase pupils' engagement in PE and provide specialist coaching to extend teachers' skills.
- Funding for pupils who have special educational needs and/or disabilities is used carefully to promote their achievement and well-being. Leaders liaise closely with outside agencies to ensure that pupils get the additional support they need to overcome barriers to learning and meet their personal and emotional needs.
- The United Learning Trust provides good support and rigorous challenge to secure improvement and hold leaders to account. The external moderation of pupils' work and regular review of the school's work ensures that leaders' views are moderated and accurate. The school improvement adviser knows the school very well and supports leaders effectively.
- The school is proactive in the trust's local cluster of primary schools. The principal and senior leaders use their expertise to support other schools. They also make good use of opportunities to enable staff to learn from and share good practice and benefit from joint training.
- Very few parents responded to Parent View, the Ofsted online questionnaire. Parents who spoke with inspectors were positive about the school and pleased with the changes that have taken place. They said their children feel safe and staff are approachable.

### **Governance of the school**

- The local governing body provides good support and challenge to school leaders.
  - Governors know the school extremely well. They have a good understanding of data and are kept well informed with regular reports from school leaders and an external review from the United Learning Trust advisers.
  - Governors have a range of relevant skills, which enables them to oversee the work of the school effectively.
  - The governing body has ensured that the budget has been stabilised and staffing is



fit for purpose. With support from the trust's school adviser, governors manage the performance of the principal effectively and are aware of staff's salary progression. They ensure that additional funding is used as intended and has a positive impact on pupils' achievement.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The systems to protect vulnerable children are exemplary. The safeguarding leader keeps detailed records and is tenacious in following up concerns and working with other agencies. For example, pupils who are missing or absent from school are tracked carefully.
- There are rigorous procedures to monitor behaviour and bullying; such incidents have reduced significantly since the new school opened. Records are detailed and policies are fit for purpose.
- Staff and governors have completed safeguarding training appropriate to their responsibilities. They are acutely aware of risks and know what to do if they have any concerns. They are particularly vigilant in their 'Prevent' duty.
- There are appropriate filters in place to ensure pupils' safety when using the internet.
- The procedures to ensure the safe recruitment of staff meet requirements.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers' enthusiasm for teaching motivates pupils and instils good attitudes for learning. Teachers plan interesting activities that keep all groups of pupils engaged and focused in lessons. Pupils consequently enjoy learning and make good progress over time.
- Additional small-group work successfully supports pupils who are new to the school, who have very little English or who require additional help to fill gaps in their learning. Pupils make rapid progress in these sessions. They are taught effectively by skilful teaching assistants and specialist teachers.
- Pupils who have special educational needs and/or disabilities are supported sensitively in class and successfully in smaller groups if needed. They make good and often excellent progress because their needs are identified fully and support is targeted effectively.
- Teachers have a good understanding of the national curriculum, underpinned by the 'Cravenwood Curriculum Standards' that are used to inform planning. They plan work that is pitched appropriately to support pupils to catch up to expected standards from often low starting points or limited experience of English schools.
- Teachers use assessment very effectively to identify gaps and build on pupils' prior learning in mathematics. Mathematical knowledge and skills are taught effectively in each class, so pupils make consistently good and sometimes outstanding progress from their starting points.
- Pupils' language and vocabulary are developed very effectively in whole-class



discussion, paired work and small groups. For example, pupils are encouraged to rehearse orally what they want to write and helped to use adventurous vocabulary. Pupils who are at the early stages of learning English and the high proportion who speak English as an additional language are supported expertly in class and by bilingual teaching assistants.

- Improving the teaching of reading has been a whole-school focus and the positive impact of training and new resources is beginning to show. Pupils enjoy reading for pleasure. Their reading skills are increasingly extended in guided reading sessions and pupils who need extra help are supported skilfully in additional small-group reading sessions or individually.
- Reading comprehension skills are not taught explicitly in all classes, however, and there are missed opportunities to develop pupils' ability to analyse texts, explore the motivation of characters and infer meaning.
- Pupils write in a range of styles and are encouraged to write for different purposes in different subjects. However, handwriting, spelling and punctuation are not taught systematically as pupils move through the school. Consequently, pupils' progress in writing is uneven from year to year and their fluency in writing lags behind their language skills.
- The development of pupils' literacy and mathematical skills is given a high priority across the whole curriculum. Pupils' achievement has successfully been raised significantly from low starting points in reading, writing and mathematics. However, pupils' subject-specific knowledge and skills are not as well developed in subjects such as geography, history, computing, science and art. Leaders have already identified the developments needed in these subjects.
- The most able pupils are given sufficient challenge and support to enable them to make good progress in reading, writing and mathematics.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development is good.
- Adults form constructive and encouraging relationships with pupils. Pupils feel good about themselves and behave positively towards others. Pupils and staff feel a valued part of the 'Cravenwood family'.
- Pupils say that they feel cared for and are safe. The positive atmosphere allows them to grow in confidence, learn valuable social skills and develop successful behaviours for learning.
- The most vulnerable pupils are supported exceptionally well; their personal development, safety and well-being are prioritised by all staff. Close liaison with outside agencies ensures that their physical and emotional needs are met successfully.
- Pupils make a good contribution to the calm and welcoming environment through their sociable and supportive attitudes. They are aware of the hurt that prejudice-based bullying can cause to others including, for example, name-calling based on race,



sexuality or appearance. They say that bullying does not happen in school and that pupils can resolve any arguments quickly, with adult support if needed.

- Pupils are keen to take responsibility and have many opportunities to do so, for example, as sports leaders, as part of the leadership group and as e-safety leaders. They are justifiably proud of their work to raise money for homeless people, for various charities and for school equipment. Older pupils are keen to support younger ones and all are welcoming to new arrivals in the school. For example, they help where they can in translating and befriending children who speak little English.
- The school's e-safety pupil leaders have an excellent understanding of how to stay safe online and support other pupils to stay safe, for example by leading assemblies and talking to their peers in the 'family meetings' in each class.

## **Behaviour**

- The behaviour of pupils is good.
- Staff provide excellent role models for pupils' behaviour and positive attitudes towards each other. Pupils follow their example and the vast majority are cooperative and attentive in lessons. The school's focus on collaborative learning helps pupils develop their social skills and learn from one another.
- Classrooms are organised carefully to encourage pupils' self-reliance, for example in accessing resources and using 'working walls' as reference points. Pupils persevere with tasks and grow in confidence.
- Self-discipline is actively modelled, taught and encouraged. Pupils are helped to develop empathy for others and understanding of their own feelings in order to control their behaviour. The incidents of poor behaviour have reduced significantly since the school opened. Fixed-term exclusions have reduced, although are still above average, and there have been no permanent exclusions.
- Pupils' behaviour in shared areas is good. They are sociable and calm in the dining hall and friendly and inclusive in the playgrounds. Pupils are considerate and respectful towards each other and extremely polite to visitors.
- Occasionally a few pupils are distracted from learning and disturb the learning of other pupils. Such instances are rare and pupils say that they are dealt with quickly and effectively by teachers.
- Attendance is improving and persistent absenteeism is reducing following support for targeted families. Attendance is still below average, however, and remains an ongoing priority in the school's improvement planning.

## **Outcomes for pupils**

**Good**

- Pupils' outcomes have improved since the school first opened. Attainment and progress in the predecessor school were well below the national average at all key stages.
- Pupils' attainment in the phonics screening in Year 1 is improving year on year and is now above average. Pupils' progress in key stage 1 is quickening. Attainment in the key stage 1 assessments was below average in 2016, but pupils in that cohort made



good progress from their well-below-average prior attainment at the end of the early years foundation stage.

- At key stage 2, pupils made expected progress in writing and mathematics and attainment was closer to the national averages in 2016 in these subjects. This was not the case in reading and attainment was below average in reading, writing and mathematics overall. The difference between the school's performance and national averages has lessened significantly, however, in the last two years.
- Pupils who are currently in school make consistently good progress in mathematics because of the positive impact of staff training, the introduction of a new whole-school approach and targeted teaching for pupils with gaps in their learning. The proportion of pupils working at expected standards for their age is increasing in each year group.
- Pupils' achievement in reading is also improving with a more direct approach to teaching reading skills. Pupils enjoy reading across the curriculum and are developing secure strategies to read unfamiliar words and understand the gist of texts. Their comprehension skills are not as well developed and pupils find it hard to understand texts in greater depth.
- Pupils' progress in writing is uneven across the school because handwriting, spelling and punctuation are not taught systematically. The content of pupils' writing is often in advance of their presentation. While progress is largely good across a key stage, standards in writing remain below those expected for pupils' age in some classes.
- The school population is unusually mobile, with a much higher than average proportion of pupils joining or leaving the school part way through key stage 1 or key stage 2. Some families are newly arrived in this country and some pupils attend the school for only a short period. Pupils who join the school are supported very effectively and often make rapid progress in their learning, particularly in the acquisition of language skills.
- Pupils who speak English as an additional language are in the majority in the school. Pupils make particularly good progress in their language skills because every opportunity is taken to broaden their vocabulary and develop spoken language.
- Disadvantaged pupils who are supported by the pupil premium make good progress from their starting points. Targeted teaching helps them to fill gaps in learning and overcome barriers. The difference between their attainment and that of other pupils nationally is steadily diminishing. There are a number of pupils who are disadvantaged but not yet eligible for additional funding; leaders ensure that they are also supported effectively.
- The most able pupils are beginning to make more rapid progress, particularly in mathematics. There are few pupils in school who achieved higher standards in assessments in the past but increased attention to their needs is raising the proportion working at greater depth in reading, writing and mathematics in each year group. The most able pupils are not typically provided with work of sufficient depth in non-core subjects.



## Early years provision

**Good**

- Children start in the Nursery or Reception classes with knowledge and skills that are below those that are typical for their age. Their English language and literacy skills are often limited when they start school.
- Provision and children's outcomes in the early years have improved significantly since the school opened. Children now make good progress from their starting points. The proportion of children reaching a good level of development was well below average in 2014 but is now close to the national average. Children are prepared well for their move into Year 1.
- Children grow in confidence as they are praised and encouraged in all areas of learning. Adults are excellent role models, demonstrating positive behaviour and respect. Children talk and play together happily and show no concerns. They quickly learn to take responsibility for their own behaviour, which is consistently good.
- Children's needs are met through close observation of their learning and careful planning of next steps in weekly meetings involving all staff. Adults know the children well and have good knowledge of the early years curriculum. They keep thorough records and plan interesting, motivating activities that develop children's learning across all areas.
- Good teaching, timely support and intervention when children choose their own activities build on children's prior learning effectively. Adults pay close attention to language development and take every opportunity to broaden children's vocabulary. For example, children growing beans were helped to use positional and measuring language. Adults are skilled at tuning into children's interests and experiences to help them make sense of their learning.
- Close liaison with outside agencies ensures that children who have special educational needs and/or disabilities have their needs met effectively.
- Teaching assistants make a good contribution and work closely with teachers. All practitioners benefit from good-quality training and joint planning.
- Safeguarding is rigorous and all statutory welfare requirements are met.
- Additional funding is used effectively to provide disadvantaged children with good-quality support and they make good progress. Children at very early stages of learning English are supported excellently by bilingual staff.
- Parents are encouraged to contribute to their children's learning records and to participate in workshops to help them support their children at home. Parental engagement is increasing but staff are keen to extend it further.
- The early years leader has an accurate view of provision based on thorough monitoring. She has secured significant improvement and identified next steps to ensure that the provision keeps on developing.





## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 140661     |
| Local authority         | Manchester |
| Inspection number       | 10022809   |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy sponsor-led  |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 482  |
| Appropriate authority               | Academy trust  |
| Chair of local governing body       | Pauline Morgan   |
| Principal                           | Jancie Garratt-Simpson   |
| Telephone number                    | 0161 795 3380  |
| Website                             | <a href="http://www.cravenwoodprimary.org.uk/">www.cravenwoodprimary.org.uk/</a> |
| Email address                       | <a href="mailto:info@cravenwoodprimary.org.uk">info@cravenwoodprimary.org.uk</a> |
| Date of previous inspection         | Not previously inspected   |

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish on their website.
- The school opened in April 2014 following the closure of the predecessor school and sponsorship by the United Learning multi-academy trust.
- The school is larger than the average sized primary school.
- The vast majority of pupils are from minority ethnic groups and a well-above-average proportion speak English as an additional language. The largest group are of Pakistani heritage although over 50 different languages are spoken in the school.
- The proportion of children joining and leaving the school in key stage 1 and key stage 2 is well above average. A high proportion are international new arrivals.



- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have support for special educational needs and/or disabilities is above average. The proportion with a statement or education, health and care plan is below average.
- The school meets the current government floor standards, which set the minimum standards for pupils' progress and attainment.



## Information about this inspection

- This was the first inspection of the new school. The predecessor school was placed in special measures.
- Inspectors observed teaching and learning in all classes. They looked at pupils' work during observations and carried out an in-depth scrutiny of a sample of pupils' work with a school leader. They talked to pupils about their work in lessons and meetings.
- Inspectors observed pupils' behaviour and gained their views about safety and bullying.
- Inspectors spoke to staff and had meetings with leaders, two members of the local governing body and a United Learning Trust representative.
- They looked at documentation including the school's self-evaluation, improvement planning and records of monitoring, management of performance and training. Safeguarding policies and procedures were examined.
- Inspectors took account of four responses to the Ofsted parent questionnaire and 17 responses from staff.

## Inspection team

|                                 |                         |
|---------------------------------|-------------------------|
| Jean Olsson-Law, lead inspector | Ofsted Inspector        |
| David Deane                     | Ofsted Inspector        |
| Jean Robinson                   | Her Majesty's Inspector |



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School report



# Cringle Brook Primary School

388 Slade Lane, Levenshulme M19 2HT

## Inspection dates

9–10 February 2017

| 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                          | Good                     |
| Early years provision                        | Outstanding              |
| Overall effectiveness at previous inspection | Not previously inspected |

## Summary of key findings for parents and pupils

### This is an outstanding school

- Cringle Brook welcomes pupils including those who have experienced significant difficulties. These pupils succeed and are a source of pride to themselves, their parents and staff.
- Leadership is determined and uncompromising in ensuring that pupils get the very best preparation for the next steps in their education.
- Governors constantly take steps to get the provision just right.
- The curriculum is unique, stimulating and expertly planned. It ensures that pupils' basic skills are embedded but that their knowledge and understanding of the world is broad and deep.
- Pupils' spontaneous enjoyment of learning is palpable and they show sheer excitement about what each new day brings.
- There is a very keen sense of teamwork and everyone involved with the school shows a strong commitment to moving it forward and striving for excellence.
- Teaching is adapted to the needs of pupils and lessons are exciting and purposeful.
- Pupils who may find it difficult to learn are given all the support possible to overcome what is getting in the way.
- Pupils live up to the school's high expectations and their behaviour is exemplary.
- Pupils are encouraged to express their opinions, often beyond their years. They have an excellent understanding of how to keep themselves and each other safe.
- The many different opportunities for the personal, social and health education of pupils add much to their knowledge, interest and enjoyment, and provide them with lasting memories.
- Parents are overwhelmingly positive about the school and its leaders.
- Children in the Reception Year, especially those who are new to education, make great strides in their learning and development. This is because of the effective leadership and excellent teaching.
- From very low starting points, pupils make considerable progress and reach expected standards quickly.
- Not enough pupils are working at greater depth but leaders are addressing this and their actions are beginning to have a clear, sustainable impact.
- Pupils who are new to English receive fantastic support and intervention and acquire English quickly and confidently.



## **Full report**

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

- Increase the proportion of pupils who are working at greater depth across all subjects by embedding the recently introduced strategies to improve their outcomes.



## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders have established a culture and ethos which is focused on providing pupils with nothing but the best. From challenging, often harrowing, backgrounds pupils move through the school and realise that their motto 'dream it, achieve it' is a lived reality.
- Leadership is confident and assured. The executive headteacher brings with her a proven track record of outstanding leadership and the head of school is a source of unity and inspiration to staff, pupils and parents.
- Leaders, including governors, rigorously check the school's provision and they have an extremely good understanding of each aspect. Everything is monitored closely, evaluated and improved to ensure that it is of the highest quality. Leaders' forensic knowledge of every pupil informs their decisions and motivates their actions. As a parent told the inspector, 'We are lucky to have this school. Every child and family is valued.'
- Teachers feel valued too. They speak of the exceptional support of leaders and the quality of training they receive from the trust. The impact of this support is evident in the classrooms. At the same time, staff told the inspector that they do feel held to account but welcome this as they know that the pupils come first.
- Leaders regularly review the skills and impact of staff. Their many strengths are built upon and any areas that could be improved are addressed with high-quality professional development. Staff are given opportunities to work with colleagues from across the trust and share the excellent practice that exists. This applies to all staff and not just teachers.
- Teachers who are new to the profession speak effusively of the support and training the trust and the school provides. They are honing their skills all the time and are surrounded by the best of examples.
- The curriculum is developed in such a way that pupils' personal growth and learning broadens and deepens all the time. The curriculum is brought to life and based on real situations. Pupils first experience what they are studying and then go on to learn all about it. There is a wide range of extra-curricular activities and all pupils' horizons are broadened through visits, for example, to a farm, hearing a live orchestra and going to a restaurant.
- Leaders use the additional funding for pupil premium and sports to great effect. Disadvantaged pupils invariably outperform other pupils nationally and the physical development and sporting opportunities for pupils are varied.
- The social, moral, spiritual and cultural development of pupils is not left to chance. It is carefully and cleverly built into the curriculum and the extra-curricular opportunities. This helps pupils develop personal qualities which are essential in a civilised and democratic society. Pupils are taught to value their achievements, have the skills to deal with the challenges of life, and to embody values that contribute to the building up of a better society.



## **Governance of the school**

- Governors exercise their duties and responsibilities with diligence and exactitude. The questions they ask leaders are pertinent and the challenge they provide is focused. The breadth of skill and expertise among the governors means no stone is left unturned.
- The relationship with the trust is transparent. Everyone understands their roles and there is an exceptional and uncompromising clarity of direction. Shortcomings are rapidly noticed and effective action is taken.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that staff receive appropriate training and understand how to keep children safe. The recruitment and induction processes are rigorous and staff are particularly knowledgeable of, and vigilant to, aspects of safeguarding that may be specific to their community. Staff are alert and attentive to always providing a safe and secure environment for pupils. The records that leaders keep are thorough. The school worked very well with parents and stakeholders to ensure that pupils are safe.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teaching engages and enthuses pupils exceptionally well. Teachers are passionate about securing the best learning for the pupils in their classes and plan and teach lessons that meet their needs.
- The teaching of the many pupils who are new to English is superb. The strategies employed to ensure the rapid and sustained acquisition of English are meticulously planned and executed. Consequently, pupils secure solid foundations to their learning of English and acquire grammatical security which greatly enhances their reading and writing skills.
- Pupils are taught the basic skills and are confident in applying these across a range of subjects. For example, the quality of writing seen in literacy books is sustained across pupils' topic books. Similarly, pupils have opportunities to read widely as they are provided with a broad range of books, texts and resources relevant to the topic they are studying at any particular time. The skills that pupils acquire in their early years of education are built upon as they move through the school.
- Teaching assistants are deployed exceptionally well and are a key strength of the school. They are unobtrusive in the classroom but their impact is notable. Consequently, pupils' learning is personalised and specifically meets their needs.
- Pupils who have special educational needs and/or disabilities receive excellent support. The provision is multi-faceted and involves teachers, parents, pupils and external agencies to ensure that pupils receive all the support they need so as to access the curriculum and achieve well. Leaders are successful in ensuring that this happens.
- Close communication with home means that effective support is provided for pupils to catch up where they may have fallen behind or to fill gaps and make up lost ground in





their learning.

- Teachers' assessments are accurate and are regularly moderated with teachers from across the trust. Teachers are quick to adapt provision for different groups and recent analyses resulted in leaders raising standards and improving the achievement of boys.
- Teachers track the progress of individual pupils meticulously, intervening where necessary, reflecting their commitment to equality of opportunity.
- Leaders are aware that occasionally teaching does not provide the challenges needed to stretch pupils and this may reduce opportunities for pupils to work at greater depth. Recent actions to address this have begun to make a positive difference.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and bubbly. As soon as they set foot in the school, pupils are enveloped in a culture of care and nurture. The excitement of the pupils is palpable and they love to share what they are learning with visitors. This confidence does not come naturally to many of them and is a consequence of leaders' actions to develop the personal and social skills of the pupils.
- Pupils are given time and opportunities to think, reflect and talk about who they are and who others are. Pupils demonstrate an edifying respect and tolerance of each other and their differing views. A pupil told the inspector, 'It is very important to have lots of different faiths and languages. If we didn't, the world would be very boring.'
- Pupils know who they can talk to if they are concerned or distressed. They feel safe and are kept safe. Leaders give the pupils a firm grounding through personal, social and health education. Staff's awareness and understanding of extremism and radicalisation is comprehensive.
- Leaders ensure that pupils lead healthy lives in school. Every pupil is provided with a nutritious meal and they take plenty of exercise. The sports coaches, funded through the sports premium, have had a significant impact in developing the skills of pupils and teachers alike through an array of physical opportunities.
- Pupils' social, moral, spiritual and cultural development is rooted in the daily experiences planned for them. The pupils are taught that though small in this world, the difference they can make is great.

### Behaviour

- The behaviour of pupils is outstanding and their manners are flawless.
- Pupils know that schools are for learning and they behave in a way that allows everyone to learn without disruption.
- There have been no recorded incidents of bullying to date. Pupils who spoke to the inspector told him that they do not think bullying happens but are certain that it would



be dealt with quickly. Parents and staff support this view. The anti-bullying policy is unambiguous and there is a common understanding that bullying would not be tolerated.

- Attendance has been below the national average but is now close to it and continues to improve. The absence of a few pupils is affected by serious and unavoidable circumstances but hides the eagerness and frequency with which most come to school.

### **Outcomes for pupils**

**Good**

- From well below average starting points, pupils at this school make rapid progress and very quickly attain the expected standards that are similar to the national averages in all subjects.
- Pupils who are disadvantaged attain more highly than other pupils nationally. This is because the additional funding the school receives for them is spent on interventions and support that accurately matches their needs.
- Excellent use is made of the special educational needs funding. Pupils who have special educational needs and/or disabilities are exceptionally well supported and their learning is secure. The progress made by these pupils, both academically and pastorally, is excellent. As a parent told the inspector, 'This school never fails to surprise us in what they do for our children.'
- A sizeable number of pupils who join the school are new to English and/or recent arrivals in the country. The achievement of these pupils is rapid and substantial, a testimony to the impact of the driven and successful leader and intervention teacher with responsibility for these pupils.
- The proportion of pupils who met the expected standard in the national Year 1 phonics check is close to the national average. The skills they are taught are enhanced and developed as they move through the school and are the bedrock for all the teaching of reading.
- Reading is promoted at every opportunity. Texts are always chosen as the crux and stimulus for the curriculum and the varied topics that pupils study. Pupils who read to the inspector did so with enthusiasm and interest in their books. Leaders have carefully chosen books and topics to capture pupils' interest, especially that of boys, but without being stereotypical.
- Pupils are not reaching standards at greater depth, especially in reading and writing. The school's own assessment information shows this is likely to be the case again for the current Year 2. Nonetheless, leaders' actions to tackle this have already begun to have an impact.

### **Early years provision**

**Outstanding**

- Leadership of the early years is based on a wealth of professional knowledge and experience. No activity happens without clear sight of how it will develop the children and their learning. As a result, the children are enthralled and engaged, and



consequently achieve very well.

- Children are stimulated by a wide range of activities and opportunities to develop their skills. Teachers and other adults plan their lessons with children's interests and needs at the forefront of their minds. There is an excellent balance between adult-led activities and the activities that the children choose for themselves.
- Children join the school in Reception with skills and attributes well below those typically found for their age. A significant number of children have had no experience of pre-school education prior to joining and many are new to English. The gains that children make in a short period of time are impressive. By the time they leave the Reception Year, the proportion who reach good levels of development is above the national average and the children are ready and eager for the experience of Year 1.
- Children who are disadvantaged work beyond the goals they are expected to achieve. The school provides a wealth of activities to meet the needs of children, including those who may find it harder to learn.
- Children in the early years happily follow class routines and behave exceptionally well. They have a secure understanding of right and wrong and behave in a manner beyond their years.
- All of the statutory welfare requirements are met and the school's safeguarding practices and procedures are strictly adhered to. Leaders provide a safe, secure and stimulating environment which allows the children to thrive.
- Assessment procedures are extensive and provide teachers and adults with a forensic knowledge of each child's learning and development. Parents are actively involved in this ongoing process and value the support and encouragement they receive from leaders and teachers.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 140692     |
| Local authority         | Manchester |
| Inspection number       | 10022803   |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy free school  |
| Age range of pupils                 | 4 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 120  |
| Appropriate authority               | Academy trust  |
| Chair                               | Ariana Yakas   |
| Executive Headteacher               | Lisa Vyas  |
| Telephone number                    | 0161 248 1730  |
| Website                             | <a href="http://www.cranglebrook.manchester.sch.uk">www.cranglebrook.manchester.sch.uk</a>     |
| Email address                       | <a href="mailto:admin@cringlebrook.manchester.sch.uk">admin@cringlebrook.manchester.sch.uk</a> |
| Date of previous inspection         | Not previously inspected   |

## Information about this school

- Cringle Brook opened as a free school in 2014. It is the third school in the Kingsway Community multi-academy trust. The other two primary schools were recently judged outstanding by Ofsted.
- Since the school opened, pupils have only completed the first three years of their education. Children join the school in Reception.
- The vast majority of pupils are from minority ethnic groups and most of them do not speak English as their first language. A significant number of pupils are new to speaking English when they join the school.
- The percentage of pupils who are eligible for free school meals is higher than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is higher than the national average and the proportion who have a statement of special



educational needs or an education, health and care plan is similar to the national figure.

- The number of pupils who join and leave the school throughout the year has been high but has reduced in the past two terms.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.



## Information about this inspection

- Meetings were held with the executive headteacher, head of school and members of staff. The inspector met with members of the governing body and trustees. He scrutinised a variety of documentation including the school's own self-evaluation and development plan; anonymised performance management documents; school policies and procedures and the school's own assessment information. A range of documents regarding safeguarding was scrutinised, including behaviour and attendance records.
- The inspector observed a range of lessons and classes with senior leaders and spoke with pupils and looked at their work. He also spoke with pupils about their experience of school and their learning and observed their interaction at various points throughout the two days.
- The inspector considered 18 responses to Parent View, 13 responses to 'free text', the views of 15 parents who asked to speak to the inspector directly and the 15 staff responses to Ofsted's online questionnaire. The inspector also considered the views of one parent who contacted Ofsted directly.

## Inspection team

Jonathan Jones, lead inspector

Her Majesty's Inspector



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School report



# Manchester Creative Studio

16 Blossom Street, Manchester, Greater Manchester M4 5AW

**Inspection dates**

1–2 March 2017

| <b>Overall effectiveness</b>                 | <b>Inadequate</b>        |
|--|--------------------------|
| Effectiveness of leadership and management   | <b>Inadequate</b>        |
| Quality of teaching, learning and assessment | <b>Inadequate</b>        |
| Personal development, behaviour and welfare  | <b>Inadequate</b>        |
| Outcomes for pupils                          | <b>Inadequate</b>        |
| 16 to 19 study programmes                    | <b>Inadequate</b>        |
| Overall effectiveness at previous inspection | Not previously inspected |

## Summary of key findings for parents and pupils

### This is an inadequate school

- There are serious and widespread failures in the school's safeguarding arrangements. Leaders do not follow their own policies and procedures. Governors do not fulfil their statutory duties relating to safeguarding.
- Leaders and governors oversee poor-quality provision. They have an inaccurate view of the quality of education that the school provides.
- In 2016, pupils' progress across subjects was inadequate. Pupils' progress in mathematics and English was in the lowest 1% nationally.
- Current pupils continue to underachieve considerably. Pupils' progress in mathematics and English continues to be inadequate. Expectations of what pupils can and should achieve are too low.
- Leaders' systems to track pupils' progress are inadequate. Leaders do not know whether groups of pupils, including disadvantaged pupils, are on track to succeed.
- Ongoing staff training is inadequate. Teachers and middle leaders do not develop the skills to deliver high-quality teaching and learning.
- Teachers' assessment of where pupils are at in their learning is inaccurate. Pupils believe that they are on track to achieve well; they are not.
- The curriculum is not taught effectively and it is poorly planned. Teaching does not develop pupils' knowledge, skills and understanding to any depth. Teachers do not plan effectively for learning and progress.
- Pupils do not have access to a wide range of extra-curricular activities, including provision to keep themselves healthy and fit.
- Pupils' attendance and punctuality are inadequate. Many pupils are regularly absent from school.
- Pupils' behaviour is not good enough. Too many pupils do not take pride in their work.
- Students do not have access to appropriate work experience placements in the sixth form. Leaders do not routinely make the required health and safety checks.
- Students do not have access to impartial advice and guidance about their options post-16. As a result, too many students leave their courses in the first year.

### The school has the following strengths

- Pupils who identify as lesbian, gay, bisexual and transgender feel safe in the school.
- Pupils enjoy undertaking 'live project briefs' that promote their creativity and curiosity.
- Leaders have successfully redesigned the sixth-form curriculum.
- Leaders have forged effective partnerships with employers.





## Full report

In accordance with section 44(1) of 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?

- Take immediate action to ensure that safeguarding arrangements are effective by:
  - ensuring that leaders and staff fully adhere to policies and procedures and that accurate records are kept of incidents when they arise
  - strengthening accountability so that senior leaders know their roles and responsibilities in safeguarding pupils in the school
  - listening to concerns raised by pupils and staff and acting on those concerns as per the school's policies
  - ensuring that there is a culture of openness about safeguarding issues across the school and that lines of communication between staff, including senior staff, are strengthened
  - developing pupils' understanding of how to apply what they have been taught about radicalisation and extremism to their own lives
  - ensuring that the effectiveness of computer filtering systems are checked regularly so that pupils only have access to age-appropriate content and are protected when online
  - ensuring that governors fulfil their statutory duties in relation to safeguarding.
- Take swift action to improve leadership and management by:
  - ensuring that the school's curriculum is planned effectively and taught well
  - providing a wider range of extra-curricular provision
  - setting high expectations of what pupils can and should achieve
  - overhauling ongoing staff training so that middle leaders and other staff have the tools to help pupils to reach their potential
  - strengthening procedures for monitoring the quality of teaching, learning and assessment
  - using the outcomes of monitoring to inform school improvement priorities, ongoing staff training and support performance management arrangements
  - strengthening governance so that it robustly holds leaders to account for the standard of education that the school provides.
- Rapidly improve pupils' progress and attainment right across the curriculum and especially in English and mathematics.
- Take immediate action to improve the quality of teaching, learning and assessment by:



- ensuring that the system for assessing pupils' progress is accurate
- ensuring that teachers plan effectively for learning and progress
- ensuring that teaching develops pupils' knowledge, skills and understanding.
- Take immediate action to improve pupils' personal development, behaviour and welfare by:
  - rapidly improving pupils' rates of attendance, their punctuality and by reducing the proportion of pupils who are regularly absent from school
  - improving pupils' behaviour and attitudes to learning so that exclusions reduce
  - improving the quality and presentation of pupils' work
  - ensuring that pupils receive impartial careers education, information, advice and guidance
  - improving the opportunities that pupils have to keep themselves healthy and fit.
- Improve the 16 to 19 study programmes by:
  - ensuring that students receive high-quality impartial advice and guidance about their options post-16
  - ensuring that all students undertake appropriate work experience and that the relevant health and safety checks are routinely undertaken.

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



## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and governors have an overgenerous view of the quality of education that the school provides. Current provision is inadequate and pupils underachieve significantly.
- Leaders, including governors, do not currently demonstrate sufficient capacity to secure the improvements needed.
- Leaders do not create a culture of high expectations and aspirations. This results in poor-quality teaching and learning because pupils are not challenged to reach their potential. All groups of pupils underachieve.
- Leaders do not know how much progress pupils make in their subjects. Leaders do not ensure that teachers' assessment is accurate. Teachers' inaccurate assessment gives pupils a false impression of how much progress they have made.
- Leaders do not monitor the progress of disadvantaged pupils, or of those who have special educational needs and/or disabilities, effectively. They do not know whether these pupils are on track to succeed or not.
- Leaders' plans to spend the pupil premium funding have not yet had the desired effect on raising disadvantaged pupils' progress and attainment.
- Much of the curriculum is poorly planned and taught. This leads to significant underachievement. There are insufficient opportunities for pupils to take part in extra-curricular provision, for example a range of sports. This limits pupils' progress and development.
- Leaders monitor the quality of teaching and learning but their systems lack rigour. Leaders do not use the information they gain to drive school improvement and improve the progress pupils make. It is not linked to ongoing teacher training.
- Leaders have a programme in place for newly qualified teachers but key training on behaviour management, for example, is too late in the year. There is no coherent programme for other staff, including middle leaders. Newly qualified teachers do, however, feel that leaders support them well.
- Leaders' systems for measuring teachers' performance are not robust enough. Targets to support school improvement are not linked to the school improvement plan, staff training and the systems to monitor the quality of teaching, learning and assessment.
- Leaders have been slow to implement strategies to challenge poor attendance. To date, despite very poor attendance rates and high persistent absence rates, no fixed penalty notices have been served. Leaders continue to write to parents of absent pupils but this strategy is not effective. At the time of the inspection, no referrals have been made to multi-agencies to enlist their help and support to address this safeguarding issue.
- Pupils are not prepared for life in modern Britain because their inadequate progress and achievement does not allow them to compete with other pupils nationally.
- Leaders struggle to recruit high-quality teachers to the school. This has a negative impact on pupils' progress and attainment.



- Pupils' spiritual, moral, social and cultural development is secure. Pupils, through 'live briefs', get the opportunity to be independent thinkers and to be entrepreneurs. Pupils have the opportunity to work with professional artists and designers. They also undertake 'live briefs', for example, to design a campaign to promote a driving school. Pupils also get the opportunity to reflect on social, cultural and moral issues through their art work.
- The principal and his team ensure that the school is highly inclusive. Pastoral support for pupils with social and emotional issues is strong.
- The principal has a clear vision for the school and he is passionate about the quality of education he wants to provide for his pupils. He acknowledges that serious financial constraints hamper school improvement.
- The principal has very recently sourced a new assessment system to track pupils' progress but this is not yet available for use.
- Leaders are very successful in promoting equality and diversity in the school. Pupils are tolerant of one another.

### **Governance of the school**

- Governors have an overgenerous view of the quality of education that the school provides. As a result, they do not hold leaders to account for the far-reaching failures across the school.
- Governors believe that pupils make good progress. This is because the information that leaders give them about how well pupils are doing is inaccurate. Governors do not check how leaders know what standards are like. The actual progress made by current pupils is inadequate.
- The governing body does not ensure that the school's curriculum is well taught. Governors oversee very low standards of attainment and progress, especially in key stage 4.
- Governors do not ensure that the school meets the expectations of pupils who want to develop the skills and knowledge that they need for a career in the creative and digital industries. Pupils have not received the quality of education that they were promised.
- Governors do not fulfil their statutory safeguarding duties. Governors' policies, procedures and practice are ineffective.
- No member of the trust was available to take part in the two-day inspection.
- Governors are committed to the school. They strive to ensure that the school offers a range of high-quality, industry specific qualifications, informed by employers in the creative sector.

### **Safeguarding**

- The arrangements for safeguarding are ineffective.
- There are serious failures in relation to safeguarding arrangements. Leaders do not adhere to their own safeguarding policies and procedures. Where incidents occur,



senior leaders do not share the information that they have with each other so that appropriate action can be taken.

- During the inspection, inspectors received information relating to the well-being and safety of pupils in the school. The concerns raised by a number of pupils and staff during the inspection are now being examined by the appropriate bodies.
- Leaders do not record safeguarding incidents appropriately. They do not have sufficiently detailed records of incidents that take place in the school or of the subsequent investigations that they undertake.
- Leaders do not routinely undertake health and safety checks to ensure that students in the sixth form are safe at their work experience placements.
- Pupils receive information about radicalisation and extremism. However, leaders do not ensure that, should it occur, pupils would know how to recognise the signs of radicalisation in their own lives.
- Leaders do not monitor the effectiveness of online filtering systems and governors do not receive reports on the how effectively their systems keep pupils safe when online. Consequently, leaders and governors do not know whether the school's filters are age-appropriate and whether they effectively protect pupils from inappropriate content.
- Nearly half of parents who responded to Parent View, Ofsted's online survey, think that pupils are not safe in the school. Current safeguarding arrangements do not allow leaders to engage effectively with parents and other stakeholders. Pupils think that there is a culture of 'turning a blind eye' to issues that arise in the school.
- Pupils receive regular information about how to keep themselves and each other safe online. Leaders have also forged good links with a local charity that helps pupils with their emotional well-being and mental health.
- Staff receive appropriate training and induction to the school's safeguarding procedures. Leaders ensure that all recruitment checks are completed appropriately.

### Quality of teaching, learning and assessment

### Inadequate

- Teaching is poorly planned and does not meet the needs of the pupils at the school. Teachers do not routinely plan lessons that deepen pupils' knowledge, skills and understanding.
- Teachers do not plan for different abilities. All too often pupils get the same work, regardless of whether they find it too easy. Support for the least able and the most able pupils is inadequate. Lessons lack challenge. Too many pupils do not reach their potential because of low expectations.
- Pupils' written work is incorrectly assessed. Teachers have an erroneous view of how much progress their pupils make. Insufficient time is given to developing pupils' literacy skills. There is no coherent approach to developing these skills. The quality of pupils' written responses in many subjects is inadequate. Pupils' written work lacks depth of thought and precision.
- Pupils do not act on teachers' feedback to address misconceptions. Consequently, many pupils do not demonstrate the capacity to learn from their mistakes.



- Many pupils do not take pride in their work. There are frequent examples in pupils' books of incomplete tasks, graffiti and torn-out pages. Furthermore, pupils do not routinely correct their errors. This means that pupils do not have an accurate source of revision for their examinations.
- Teachers do not ensure that pupils adhere to the school's expectations regarding behaviour. Teachers' inconsistent approach means that pupils' behaviour is very variable. Inspectors observed pupils using their mobile phones to watch inappropriate footage of incidents that occurred in the school earlier in the week. This anti-social behaviour detracts from pupils' learning and progress.
- A number of parents are concerned about the quality of teaching. They have concerns that pupils are not well prepared for GCSE examinations. Inspectors' examination of pupils' work over time confirms that pupils are ill-prepared.
- Teaching in mathematics has been inadequate over time. Leaders acknowledge this. They have now appointed an experienced member of staff who recognises that pupils do not currently have the skills to succeed in the new examination. The difference between pupils' targets and their current attainment is vast.
- Relationships between teachers and pupils are strong. Pupils value the extra support sessions that their teachers offer.
- Teachers use their questions well to develop pupils' spoken responses. This is especially the case in history.
- The quality of teaching in science and media is stronger than in other subjects. In science, pupils enjoy learning and they participate well in practical activities. The teacher insists that pupils produce work of a high quality. Pupils cover the curriculum in greater depth than in other subjects.
- The development of creative skills through digital and artistic media is effective and pupils enjoy learning these skills.

## **Personal development, behaviour and welfare**

**Inadequate**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils are not safe in the school due to inadequate safeguarding arrangements.
- Pupils do not receive impartial careers advice and guidance so that they can make informed choices about the next stages of their education, employment or training. As a result, some pupils are confused about what options are available to them.
- Pupils say that incidents of bullying are rare in school. They are happy at Manchester Creative Studio School because it is a tolerant and accepting community.
- Pupils who identify as lesbian, gay, bisexual or transgender integrate well into the school. Pupils are open and accepting of one another's differences. The school is diverse and pupils like its open culture.
- Pupils, through 'live briefs', get to work with voluntary organisations. They engage in a range of different work, for example community work to help homeless people.



- Pastoral support is strong. Pupils who need counselling receive timely support. Leaders ensure that, where possible, agencies such as the child and adolescent mental health services can meet with pupils on the school grounds.

## Behaviour

- The behaviour of pupils is inadequate.
- Pupils' overall rate of attendance is inadequate. In 2016, overall attendance was significantly below the national average. This year's overall attendance figure is lower than that recorded last year.
- The proportion of pupils who are regularly absent from school is very high. In 2016, over half of girls were regularly absent from school. Nearly 40% of disadvantaged pupils regularly missed school. This year, the proportion of pupils who are persistently absent from school shows no improvement.
- Pupils' punctuality to school is poor. Leaders acknowledge that pupils' lateness to school negatively affects their progress.
- Pupils' behaviour is not good enough. Just under half of parents have concerns about the behaviour in the school. The principal recognises this weakness and is taking effective action to address disruption to lessons and incidents of poor behaviour around the school. The principal's actions to tackle poor behaviour have resulted in an increase in the number of pupils who are temporarily excluded from school and an increase in those who are permanently excluded.
- There are examples of poor behaviour at lesson changeover times. Students' progress in sixth-form lessons is occasionally disrupted by younger pupils moving between lessons.

## Outcomes for pupils

## Inadequate

- In 2016, the first year that the pupils received examination results, the progress made by pupils was in the lowest 1% nationally. On average, pupils achieved over two grades lower than other pupils nationally from the same starting points. Pupils made poor progress in English language, mathematics, science, art, media and computer science.
- Current pupils are not faring any better. Pupils believe that they are on track to achieve well. However, the quality of their work and the ineffectiveness of leaders' assessment and tracking systems mean that pupils are ill-advised of their actual rates of progress.
- Leaders do not track how well groups of pupils are doing based on their prior attainment. Leaders were unable to give inspectors any information on the progress being made by the most able pupils or the least able pupils. Pupils' work shows that all groups underachieve in relation to their abilities.
- Disadvantaged pupils make poor rates of progress. In 2016, disadvantaged pupils underachieved considerably compared to other pupils nationally. The difference between the achievement of current disadvantaged pupils and other pupils nationally is not diminishing. Leaders do not track the progress that disadvantaged pupils make with any rigour or determination.



- The progress made by pupils in mathematics and English is extremely weak. Assessment data in mathematics shows a sharp decline in pupils' progress as the year goes on. This is because previously pupils were ill-prepared for the new examination. Pupils' shortfall in knowledge, skills and understanding have recently been identified.
- Leaders know which pupils have special educational needs and/or disabilities, however, they do not know how well they are doing across their subjects because assessment data is wildly inaccurate.
- Leaders have appropriate plans for the use of the pupil premium funding. However, to date, the use of the additional funding has not improved the progress made by disadvantaged pupils so that it is more closely in line with other pupils nationally. The tracking of pupil premium pupils' progress and attainment is inadequate.
- In 2016, all of the school's Year 11 pupils progressed to employment, training or an apprenticeship. However, the standards that pupils achieve limit their aspirations. As a result, pupils are not prepared to compete with other pupils nationally in modern Britain.
- Work scrutiny shows that over time pupils make better progress in the creative subjects than in English, mathematics and history. Pupils now make the best progress in science because they enjoy the subject and teaching is stronger.

### **16 to 19 study programmes**

### **Inadequate**

- Students are not safe in the sixth form because safeguarding arrangements are inadequate.
- Leaders do not undertake appropriate health and safety checks to ensure that pupils are safe when students organise their own work placements.
- Leaders do not ensure that students have sufficient access to high-quality work experience as part of their study programmes. Currently only two pupils have an external placement organised by the school. The remainder of pupils use their own jobs to supplement their programmes of study. Often, these are not related to students' study programmes. This is a barrier to employment should students not choose to go to university. This is because they cannot compete against graduates as they have no relevant experience.
- In 2016, all students progressed to employment, education or training. Only one student went on to higher education. Of those students who sought employment, most did not go into the creative and digital field.
- Leaders have established effective partnerships with employers from the creative and digital field. They do not, however, maximise and exploit those partnerships to increase students' work experience opportunities.
- Retention rates in the sixth form are not good enough. Too many students leave courses part way through. This is because students do not receive high-quality post-16 advice and guidance to outline the options that are available to them. The proportion of students who leave games design is particularly high.
- Although attendance in the sixth form is higher than in the main school, it is still not good enough.





- At times, teachers do not routinely plan sufficiently challenging lessons to ensure that the most able students make the progress of which they are capable. This slows their progress.
- In 2016, students in the sixth form did not achieve the grades of which they were capable when compared to their high starting points. Most of the students who entered the sixth form had five good GCSE passes including English and mathematics. They came from other providers as the school was only set up in 2014.
- There are examples of good monitoring and tracking systems in the sixth form. However, middle leaders and teachers do not use a consistent approach. This makes it hard for leaders to gauge how much progress students make at assessment points.
- Current students who do not have GCSE qualifications at grade C or above English and mathematics must resit. Adequate time is given to students for these subjects as part of their study programmes.
- Leaders recognised that the quality of provision in the sixth form was not good enough. They have made several changes, for example to the curriculum which underpins study programmes. Leaders have redesigned the curriculum so that it better meets students' needs. It is, however, too early to see the impact of these changes on students' outcomes.
- Students enjoy their programmes of study in the sixth form. They appreciate the support that they get from their teachers. They develop their self-esteem and confidence. Students have the opportunity to work with the digital sector, for example by pitching their ideas to companies. They are also successful in local and national competitions.
- Students enjoy completing 'live briefs'. These projects enable students to enhance their employability, communication and entrepreneurial skills. They also develop students' ability to collaborate and work as a team. Students have the opportunity to use technical vocabulary that they need to work in the digital industry.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 141107     |
| Local authority         | Manchester |
| Inspection number       | 10024087   |

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

|   |  |
|---|--|
| Type of school  | Technical  |
| School category                                       | Academy studio school  |
| Age range of pupils                                   | 14 to 19   |
| Gender of pupils                                      | Mixed  |
| Gender of pupils in 16 to 19 study programmes         | Mixed  |
| Number of pupils on the school roll                   | 107  |
| Of which, number on roll in 16 to 19 study programmes | 34   |
| Appropriate authority                                 | The governing body   |
| Chair   | Steve Kuncewicz  |
| Principal   | Peter Ramsay   |
| Telephone number                                      | 0161 236 3944  |
| Website   | <a href="http://mcstudio.co.uk/">http://mcstudio.co.uk/</a>  |
| Email address   | <a href="mailto:info@mcstudio.co.uk">info@mcstudio.co.uk</a> |
| Date of previous inspection                           | Not previously inspected                                     |

## Information about this school

- The Manchester Creative Studio School is a smaller-than-average 14 to 19 studio school for boys and girls. It specialises in preparing pupils for employment or further training in the creative and digital industries.
- The Manchester Creative Studio School opened as a free school in 2014. It is part of the Collective Spirit Academy Trust.
- A new principal was appointed in September 2015.
- The proportion of disadvantaged pupils is higher than the national average.
- The proportion of pupils who speak English as an additional language is lower than the national average.



- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average. The school does not receive any additional funding to support pupils who have special educational needs and/or disabilities.
- Leaders do not make use of any alternative provision.
- Inspectors, without investigating a complaint, considered the issues that surrounded or linked to the allegations. It is now under investigation by the appropriate authorities.
- The school meets requirements on the publication of specified information on its website and complies with Department for Education (DfE) guidance on what academies should publish.



## Information about this inspection

- Inspectors observed learning in a range of lessons in key stages 4 and 5. Three observations were conducted jointly with senior leaders. Inspectors also observed an assembly and form time.
- Inspectors undertook an in-depth analysis of pupils' work across a range of subjects. In addition, inspectors looked at a wide range of pupils' work in lessons.
- Meetings were held with the principal, senior leaders, the special educational needs coordinator, members of the governing body, middle leaders, teachers, industry partners, a representative from the DfE and newly qualified teachers.
- Inspectors observed pupils' behaviour during lessons, to and from lessons and during break and lunchtime. Inspectors met formally with a range of pupils across both key stages. They also spoke to pupils informally in lessons and around the school.
- A range of documentation was scrutinised by the inspection team, including the school's own self-evaluation, the school improvement plan, records of ongoing teacher training, governors' minutes, performance management information and records of the quality of teaching, learning and assessment. Inspectors also examined attendance and behaviour records, safeguarding documentation, school policies and the school's own information about current pupils' progress and attainment.
- Inspectors took account of 27 responses to Parent View, Ofsted's online questionnaire and 21 free text responses from parents. During the first day, it came to light that Ofsted's official letter to parents had not been issued by the school in its correct format. As a result, the lead inspector requested that it be reissued.
- Inspectors analysed 17 responses to Ofsted's staff questionnaire. No responses were received to Ofsted's pupil questionnaire.

## Inspection team

|                                |                         |
|--------------------------------|-------------------------|
| Jonathan Smart, lead inspector | Her Majesty's Inspector |
| Andrea Machell                 | Her Majesty's Inspector |



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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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School report



# Oasis Academy Aspinal

Broadacre Road, Gorton, Manchester M18 7NY

## Inspection dates

25–26 April 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have taken positive and rapid action since the previous inspection in all aspects of school life. They have transformed the school.
- Oasis Community Learning Multi-Academy Trust provides effective governance. It supports and challenges the headteacher well, holding her to account for the progress of all groups of pupils. She in turn holds her staff to account.
- The headteacher is a driving force for improvement. She has developed a team of capable and enthusiastic senior and middle leaders who are clear what they need to do to provide the best education for pupils. This means that the school has good capacity to improve further.
- In 2016, pupils in Year 6 exceeded national expectations in reading, writing and mathematics. They made such good progress that they were among the best in the country.
- In 2016, attainment in key stage 1 was below national expectations in reading, writing and mathematics. Not enough pupils met the phonics screening check.
- Current school information shows that all groups of pupils, including those in key stage 1, are making good progress this academic year.
- Children in the early years receive an outstanding start to their education. They make very strong progress. Teachers challenge all children to do their best.
- Staff teach and model the nine 'Oasis habits' to ensure that they are ingrained in every aspect of school life. This helps pupils to be 'the very best version of who they can be'.
- Pupils' personal development, behaviour and welfare are a strength of the school. All parents who responded to the survey think that their children are happy and safe in school.
- Leaders invest in the training and development of all members of staff. This has a very positive impact on the quality of teaching, learning and assessment.
- Some teachers show particularly strong practice where they use their prior knowledge of pupils' abilities to challenge and move pupils' learning on. However, some teachers do not give the most able pupils enough challenge.
- The curriculum, other than for English and mathematics, lacks depth in terms of the development of pupils' skills and knowledge.
- Leaders' hard work has improved pupils' overall attendance. Nevertheless, attendance for some groups of pupils remains below average.



## Full report

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

- Improve pupils' outcomes by:
  - providing more challenge for the most able pupils so they are able to attain a greater depth in their learning
  - helping pupils in key stage 1 make swifter progress to reach national expectations in reading, writing and mathematics.
- Further develop the curriculum, especially in science, so that pupils gain subject-specific skills and knowledge in subjects other than English and mathematics.
- Continue to improve attendance rate of all groups of pupils, especially those who have special educational needs and/or disabilities and disadvantaged pupils.



## Inspection judgements

### Effectiveness of leadership and management

Good

- This good school has improved considerably since the previous inspection. This is due to strong leadership at all levels and improved teaching. As a result, pupils' outcomes and teaching are much stronger than in the past.
- The headteacher has been instrumental in setting a culture of high expectations. She has supported staff, harnessing their willingness to change through quality professional development. This has instilled confidence and a 'can do' attitude.
- Leaders and governors set high standards and are ambitious for all groups of pupils. They expect positive outcomes both academically and socially for all pupils.
- Leaders and governors have an accurate view of the school's strengths and weaknesses. They are able to say which areas do well and which areas need improvement. Consequently, the priorities for future improvement are appropriate.
- Leaders use information on pupils' attainment and progress to plan the next steps for the school's improvement. The results of the phonics screening check last summer were below national expectations. As a result, this was an area for development, so teachers and teaching assistants attended phonics training to improve their skills. Current progress shows that the training is beginning to have an impact on pupils' learning.
- Leaders adapt plans to cater for changing contexts. The school has had a recent increase in the number of pupils who speak English as an additional language. As a result, the headteacher plans to work with a school within the multi-academy trust to ensure that she can implement best practice at Oasis Aspinal.
- Leaders manage teachers' performance well by setting and reviewing targets, which have ensured that the quality of teaching has improved convincingly over time.
- Leaders have implemented a pilot study to provide a nurture area to help pupils who have special educational needs and/or disabilities and pupils with social and emotional difficulties. Analysis of pupils' outcomes, behaviour and emotional well-being has shown that this provision is effective.
- Subject leaders are effective at improving teaching, learning and assessment in their area. They complete regular lesson observations and book scrutiny to ensure that pupils are learning well. They access training programmes to support their own leadership development. They offer clear guidance to staff and set high expectations. They provide workshops for parents to enable them to support their children's learning at home. Recent workshops include spelling, reading, phonics and mathematics.
- The special educational needs leader uses additional funding wisely. He liaises with a variety of different agencies and providers to ensure the best support for pupils. He ensures that staff are well trained. Recent training on autism has made a massive difference to staff recognising and understanding the needs of this group of pupils.
- The leader for behaviour is thorough in her analysis of behaviour incidents. This has led to changes in provision for all pupils and for specific individuals. Provision at lunchtime has been reorganised and refreshed with a wide range of resources and activities for pupils. Consequently, behaviour incidents have decreased at lunchtime.





- The curriculum gives pupils opportunities to study a broad range of subjects. The learning programmes for English and mathematics are especially strong because they engage and motivate pupils, particularly boys, to do their best. However, some pupils' books indicate that insufficient attention is given to developing pupils' subject-specific skills and knowledge, especially in science. Leaders are well aware of this relative weakness and have already taken steps to improve the quality of learning in subjects other than English and mathematics. However, this development is still in the early stages and currently is not showing enough impact.
- Leaders enrich the curriculum using the local community and resources, for example visiting the theatre and art gallery. The curriculum includes a global aspect, which enables pupils to find out about the world and consider the challenges that others less fortunate than themselves face daily. This underpins pupils' generous and frequent fundraising for specific causes. For example, they have recently raised money to support a new pre-school in Mozambique.
- Leaders nurture pupils' spiritual, moral, social and cultural development through the Oasis nine habits of being hopeful, joyful, patient, compassionate, forgiving, considerate, self-controlled, humble and honest. The monthly focus on these habits helps pupils understand and manage their emotions. This prepares pupils well for life in modern Britain.
- The pupil premium champion uses additional funding to provide targeted support for individuals and groups of pupils. This funding has been spent effectively on a wide range of strategies, including access to breakfast and after-school clubs. As a result, disadvantaged pupils currently attending school are making strong progress.
- The additional physical education (PE) and sport premium is used to make a difference to teachers' confidence when delivering PE sessions. It provides a range of clubs to develop pupils' physical skills. It increases their knowledge about the importance of exercise in healthy lifestyles.
- Parents have a high opinion of the school and value it. In the school's recent parental questionnaire, almost all parents stated they would recommend the school to others.

### **Governance of the school**

- The governance of the school provides effective support and challenge for leaders.
- Governors who are members of the local governing body, known as the 'academy council', are regular visitors in the school. They visit classrooms and talk to children, teachers and leaders. They know the school well.
- The national governance team, through its regional directors, supports new leaders through training, coaching and regular meetings. Governors manage the headteacher's performance and have an overview of the performance of other teachers. They provide appropriate challenge to leaders in order to achieve the best outcomes for pupils. For example, a challenge relating to outcomes for disadvantaged pupils resulted in the headteacher appointing a pupil premium champion. This has led to improved outcomes for this group of pupils, ensuring good value for money.



## Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding lead diligently puts pupils at the centre of her work. She is the face of safeguarding and well known to pupils and parents through good communication. She is relentless in her approach to keeping pupils safe, challenging decisions if she is not happy with the outcome.
- Well-trained staff keep up to date with any issues that could negatively affect pupils' well-being. Case files of vulnerable pupils show the school responds to any concerns in a timely manner. Good links with multi-agencies mean that individual pupils and their families receive the support they need.

## Quality of teaching, learning and assessment

**Good**

- Teachers plan detailed lessons that motivate pupils and recognise what they already know. Teachers' assessment of pupils is effective and makes a difference to learning. Teachers use assessment information to plan the next steps in learning for different groups of pupils. This helps pupils to make the progress they should while identifying those individuals who need extra support to catch up.
- Teachers maximise learning opportunities through good questioning to check pupils' understanding. They highlight and correct common errors so that pupils can learn from their mistakes.
- Teachers effectively support pupils who have special educational needs and/or disabilities and those who need to catch up. These pupils make good progress in class from their starting points. Some pupils attend short-term focused sessions in English and mathematics in the nurture room. These are helping them to make good progress.
- All pupils to whom inspectors spoke are very positive about reading. Younger pupils understand the reading record system. They develop word attack skills to decode unfamiliar words. There is a clear progression across school.
- Older children develop comprehension skills and can guess what might happen next in stories. Each class has a focused author, enabling younger pupils to name their favourite storyteller. Class books are age-appropriate and interesting. Older pupils are able to explain the reasons for reading, 'for pleasure, finding facts and fiction'.
- In writing, there is a clear development of grammatical structures and punctuation skills throughout school. Teachers choose motivating topics to encourage pupils to write. Younger pupils are keen to write about dinosaurs. One teacher prepared older pupils well to use speech marks by asking them to think about interesting dialogue prior to writing: 'Imagine you are a seagull and see Iron Man walk off a cliff. What would you say to the seagull next to you?'
- In mathematics teachers make the lessons fun by playing games. In one lesson, pupils learned how to count forwards and backwards in tens while throwing a bean bag to each other. In another lesson, the teacher asked skilful questions to enable younger pupils to develop reasoning skills. The problem of 'Twenty butterflies on a bush, eight fly away. How many would be left?' allowed younger pupils to explain their reasoning prior to completing the calculation: 'They need 20 in their head and to count down.'



The teacher reinforced learning by modelling mathematical language, such as 'take away' and 'subtract'. Inspectors saw teachers demonstrating secure subject knowledge in mathematics.

- Since the last inspection, staff have had training in phonics. This has meant there has been a big improvement in subject knowledge, pace and the use of a multi-sensory approach. Both teachers and teaching assistants present sessions using the same format. This familiarity enables pupils to learn new sounds quickly.
- Leaders have included teaching assistants in training opportunities. As a result, teaching assistants are well trained and make a valuable contribution to pupils' learning. They are proactive in supporting pupils who need help. They ask questions to develop pupils' understanding. They deliver phonics sessions to small groups. In the nurture group, they build up pupils' confidence to enable them to decode words using their phonics skills.
- Some of the most able pupils are working at the same level as other pupils in class. Teachers do not offer enough challenge to this group to move them on in their learning.

### **Personal development, behaviour and welfare**

**Good**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Teachers work hard to promote pupils' confidence and self-belief. They model celebrating other pupils' achievements in class so all pupils grow in confidence. This can take the form of a reward, clap, cheer or a 'whoop'. Teachers are beginning to use vocabulary to encourage pupils to have a positive attitude to learning: 'I can't do this...yet' rather than 'I can't do this.'
- Pupils are confident in asking for help if they are unsure or do not understand their tasks. Teachers encourage pupils to use a range of methods to help them during lessons, including asking each other for help. Pupils do this well.
- When asked, pupils said they enjoy their school and feel safe. The few incidents of bullying are dealt with quickly and effectively.
- Pupils know how to keep themselves safe on the internet. They spoke to inspectors knowledgeably about healthy eating and its link to a healthy lifestyle and physical activity.

#### **Behaviour**

- The behaviour of pupils is good.
- Teachers have established consistent behaviour strategies in classrooms. They have high expectations of pupils' behaviour and challenge pupils that do not conform, while still being flexible towards pupils who have differing needs. Pupils' attitudes to learning are very positive. They take pride in their work and listen attentively to their teachers so that little learning time is wasted.



- Pupils' behaviour towards one another is very good. They listen and show respect towards one another.
- Pupils feel that adults deal with any incident of poor behaviour effectively. Pupils show tolerance towards other pupils who find it difficult to manage their own behaviour.
- Attendance has been broadly in line with the national average for the last three years. Leaders adopt a number of incentives and deterrents to encourage good attendance, including meeting parents of pupils who are persistently absent. Case files show the school has had a positive effect on the attendance of vulnerable pupils. Current attendance figures show an improvement overall. However, the absence rates of pupils who have special educational needs and/or disabilities and disadvantaged pupils remain above the national average. The school is aware that this is an ongoing priority.

### Outcomes for pupils

Good

- In 2016, pupils exceeded national expectations in reading, writing and mathematics at the end of key stage 2. They made excellent progress in all three areas. Pupils of middle ability and those who find learning more difficult did exceptionally well. These pupils were well prepared for the level of work in secondary school.
- Disadvantaged pupils also did really well. Overall, disadvantaged pupils made rates of progress in reading, writing and mathematics that were among the best in the country. Current disadvantaged pupils make good progress. This is the result of changes made to engage and motivate these pupils.
- Pupils who have special educational needs and/or disabilities (SEND) made strong progress by the end of key stage 2 from their starting points in English and mathematics. Teachers monitor their progress carefully. All current SEND pupils in school make good progress and, for some, differences between them and other pupils nationally are diminishing.
- If pupils are not making progress, teachers change the provision. The alternative provision in the nurture room has enabled pupils to access small-group sessions. Evidence shows that the majority of this group make good progress and are catching up with their learning.
- The school uses its new tracking system to identify groups of pupils who are not making enough progress and have fallen behind. Lower-ability pupils in key stage 2 have a phonics session each day to enable them to catch up on their reading skills.
- In 2016, outcomes at the end of key stage 1 were not as good as those achieved by older pupils. They did not meet national expectations in reading, writing, mathematics or science. These pupils had very low attainment when they left early years two years ago. Leaders have worked hard to address this. They have provided training and restructured staffing so that current pupils in key stage 1 are making good progress.
- Some pupils did not meet the standard of the phonics screening check. Leaders have quickly addressed this through high-quality training for all staff. Current pupils are making progress in phonics and in their reading.
- The school is working hard to ensure that pupils who speak English as an additional language make the progress they should. Often pupils arrive at school with little or no



English. The school has identified this as an improvement priority. The school supports these pupils well to develop language skills to enable them to make progress.

- The school provides additional activities for the most able pupils in school. However, scrutiny of pupils' books show that in some classes these pupils regularly complete the same work as others in their class. This lack of challenge for the most able means that they are not achieving greater depth in their learning.

### Early years provision

### Outstanding

- The early years judgement is different from that of the rest of the school because of the excellent progress the children make and the challenge for the most able children.
- Almost all children who enter Nursery have skills and knowledge below those typical for their age. They have particular weaknesses in reading, writing and communicating. Children make strong progress during their time in Nursery and are well prepared for their Reception Year. They continue in this positive vein until the end of their time in early years. School data shows that the children who benefit from two years at this school make exceptional progress.
- At the start of Reception almost one third of the cohort have not attended Oasis Aspinal's nursery. These children also make strong gains in their learning and do well across all of the early learning goals. However, not as many gain a good level of development. Consequently, the proportion of children who gain a good level of development remains slightly below the national average. Nonetheless, children are well prepared for Year 1 in their reading, writing and personal skills.
- The early years leader and her team carefully track children's progress. They adjust plans to ensure that children develop the necessary skills. They make certain that effective learning takes place for individuals and groups. All staff take ownership of the work and are involved in all aspects of planning, teaching and assessing. This ensures that children benefit from exceptionally strong teaching from all of the adults they come across during each day.
- Good-quality professional development means that all adults are well equipped and confident that they can fulfil their responsibilities. They pride themselves on being able to carry out any role successfully. Relationships between adults are seamless and harmonious. The positive impact of this work is evident in the skilled teaching of phonics, as all adults make a strong contribution to the development of early reading.
- Very good use is made of the early years pupil premium funding to support disadvantaged pupils. This is helping these children to make a smooth and successful start to Year 1.
- Provision across the early years is outstanding. Children make strong progress, whether they are working with an adult or choosing their own activities. This is because activities and resources meet children's needs and interests. Children play and cooperate very well. They are willing to share, take turns and talk about their ideas and efforts. They behave very well and their personal development is strong.
- Children choose from a range of activities and maintain their concentration exceptionally well. The large outdoor provision is interesting for children and stimulates



their imagination. The high-quality support from all adults, who ask open and inquisitive questions, underpins children's ability to think for themselves.

- Teachers challenge children of all abilities. In a mathematics target session, the teacher encouraged children to write out simple addition sums for each other. One child said to his friend, 'I'm going to challenge you.' Another child included a subtraction to make it harder.
- Parents value their child's well-annotated 'learning journeys', which show their child's achievements. Teachers welcome parents at 'stay and play' and use these sessions as an opportunity to share information. Parents feel that their child is safe and their welfare needs well met. Inspection evidence confirms that this is true. Teachers lead very well-attended workshops for parents to support their child's learning. For example, phonics sessions help parents to support their child's reading by sounding out words.
- The leadership and management of the setting is outstanding. There has been a dramatic improvement in provision since the last inspection. The early years leader shows vision and determination to do what is best for the children in her care. Such is her reputation, she is now sharing her expertise with other colleagues from Oasis Community Learning.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 140052     |
| Local authority         | Manchester |
| Inspection number       | 10024104   |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy sponsor-led  |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 238  |
| Appropriate authority               | Oasis Community Learning   |
| Chair                               | Philip Beaumont  |
| Headteacher                         | Angela Sweeting  |
| Telephone number                    | 0161 223 0053  |
| Website                             | <a href="http://www.oasisacademyaspinal.org">www.oasisacademyaspinal.org</a> |
| Email address                       | <a href="mailto:admin@oasisaspinal.org">admin@oasisaspinal.org</a>           |
| Date of previous inspection         | 3–4 March 2015   |

## Information about this school

- Oasis Academy Aspinal is an average-sized primary school that is part of Oasis Community Learning, which is a large national multi-academy sponsor.
- Governance is in two parts. The local academy council is operational and supports the school from a community perspective. The national team provides strategic direction.
- The proportion of pupils known to be eligible for the pupil premium funding is double the national average.
- The proportion of pupils from minority ethnic groups is slightly above the national average.
- The proportion of pupils who speak English as an additional language is broadly average.
- The proportion of pupils who have support for special educational needs and/or disabilities and those that have a statement of special educational needs and/or disabilities or an education, health and care plan is slightly above the national average.



- In 2016, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.





## Information about this inspection

- The inspection team observed teaching and learning in all classes accompanied by senior leaders. They scrutinised pupils' books. They considered pupils' behaviour and how their safeguarding and welfare needs are met.
- Inspectors met with six pupils formally, received 16 responses from the Ofsted pupils' online questionnaire and spoke with many pupils informally during the inspection. Inspectors heard four pupils read.
- Inspectors spoke with some parents at the start of the school day and considered four written comments. Inspectors considered the school's own survey completed by parents in November 2016.
- Inspectors received 15 responses to the staff questionnaire and spoke with teachers in the school.
- Inspectors scrutinised a wide range of documentation relating to all aspects of the school's work, including governance minutes, self-evaluation, improvement planning, leaders' monitoring of teaching and learning and documents relating to safeguarding.
- Inspectors met with the executive headteacher, the headteacher and her leadership team, middle leaders, the academy chair and the regional academy director.

## Inspection team

Jean Robinson, lead inspector

Her Majesty's Inspector

Stephen Rigby

Ofsted Inspector



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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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27 March 2017

Ms Nuala Finegan  
Headteacher  
Rodney House School  
Albert Grove  
Longsight  
Manchester  
Greater Manchester  
M12 4WF

Dear Ms Finegan

### **Short inspection of Rodney House School**

Following my visit to the school on 14 March 2017 with Her Majesty's Inspector Doreen Davenport, 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 outstanding in October 2012.

### **This school continues to be outstanding.**

Your leadership has maintained the outstanding quality of education in the school since the last inspection. With the support of other leaders and governors, you have steered the school successfully through a number of changes, not least the recent relocation to a single-site provision. There is a wonderfully calm atmosphere at the school because your staff are sensitive and knowledgeable about the needs of pupils. They go about their work with great professionalism and skill. Pupils thrive and many make outstanding progress in each area of development from their starting points.

Your self-evaluation of the school's work is accurate and based securely upon evidence. Since the last inspection, the development plan is clearly set out so that governors can check and measure the success of agreed actions, for example how a sharp focus on improving the quality of teaching, learning and assessment has direct links to improving pupil progress. You are clear that the key priority is to ensure that the curriculum can be further developed to incorporate the needs of older pupils.

A wide range of learning opportunities are provided for pupils so that they can develop their speech and communication, their social skills and their physical skills, as well as the more formal skills of reading, writing and number. Staff ensure that the 'pupil voice' is heard. Pupils' likes and dislikes are taken seriously to inform



individual education plans and when deciding which play equipment will be purchased for outdoor play.

### **Safeguarding is effective.**

Leaders and governors ensure that safeguarding arrangements are robust, understood and followed by all relevant personnel, including visitors to the school. Governors review related policies annually, but also when there are updates in national advice, guidance or legislation.

We noted detailed risk assessment guidance throughout the site, including for caretaking and cleaning staff. Documentation is thorough, detailed and well maintained. Staff we spoke with said that there is a comprehensive induction pack for new staff, which includes the school's safeguarding policy. They receive updated training in safeguarding and this has raised their awareness about possible safeguarding or child protection issues. Staff and governors are vigilant about safety on the internet and there are effective online safety procedures.

### **Inspection findings**

- Senior staff link their lesson observation findings to the performance management of teachers, with strong reference to the importance of the progress pupils make from their starting points. This is an improvement from the last inspection report.
- Feedback provided by leaders enables teachers to reflect in depth about their class lessons and to focus upon their strengths and weaknesses. This is a particular strength of the leadership of the quality of teaching, learning and assessment.
- Leaders make use of very effective tracking systems with teachers, to monitor pupils' progress from their starting points.
- Pupils' learning records are very well maintained to show pupils' progress over time, supplemented by staff and parental comments, alongside photographic evidence.
- The quality of teaching, learning and assessment continues to be outstanding. Classrooms are calm and inclusive. Staff adhere exceptionally well to the agreed school policy for teaching, learning and assessment. Individual learning plans provide very precise information about what pupils can or cannot do across different areas of learning. Teachers make highly effective use of this information to plan their lessons – especially in regard to their deployment of teaching support staff and the use of visual, practical, digital and auditory aids. Staff manage pupils' behaviour in class and around school with the utmost sensitivity and care, especially when pupils are upset.
- School records demonstrate that most pupils make good or better progress from their starting points. This was less the case for speech and communication. However, leaders have recognised this and have used pupil premium funding with great effect to develop staff capacity to promote pupils' speech and



communication skills through targeted teaching and support. The school's speech therapist has been instrumental in providing training for staff. As a result, most pupils make good or better progress in their speech and communication from their starting points.

- There has been progress in pupils' behaviour (linked to speech and communication) so that they engage better in learning and social situations. Sports premium funding has been used very effectively to improve pupils' gross motor skills, for example through the purchase of an outdoor trampoline and soft-play resources.
- The most able pupils read aloud in class, reading directly from a presented text. They enjoy acting out the voices of different characters. Teachers encourage pupils to read in different subjects, for example in food technology. Lower-attaining pupils develop an enjoyment of handling and looking at their favourite books. Pupils show an ability to sound out letters and blends of letters when reading new words.
- The school's outreach work with other early years providers in the city is highly regarded because of the positive impact that early help and support provides. Strong partnerships have been established between the speech therapist and parents. Also, a school nurse is employed full-time at the school. She provides training for staff in the safe handling of medicines in school. She contributes effectively to child protection meetings and is a reassuring presence for parents. Parents say that the school is 'fantastic' and that there is 'great parental engagement'. Staff are 'caring and supportive' and pupils are 'thriving'.
- There are termly meetings organised by senior leaders with all relevant health professionals to discuss the developmental needs of each pupil. As a result, there are very clear education, health and care plans which are used to great effect by teachers and support staff to inform classroom planning that takes great account of the individual needs of pupils.
- There is a named governor for each class. Senior staff enable governors to gain an insight into the impact of teaching and support on pupil progress and outcomes. Minutes of meetings demonstrate that governors ask challenging questions, for example why some pupils are on part-time timetables or why pupils are grouped in mixed ages.
- Governors are very knowledgeable about the use and impact of pupil premium and sports premium funding. They know that pupil premium funding benefits disadvantaged pupils who have difficulties in speech and communication.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they develop the curriculum to meet the needs of older pupils.



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. This letter will be published on the Ofsted website.

Yours sincerely

Jon Ashley  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, the team met with you and your deputy headteacher. A meeting was held with the chair of governors and two local authority representatives. A telephone conversation was held with one parent. Inspectors spoke to parents on site, as well as the school nurse and the speech therapist. Inspectors conducted joint lesson observations with you and your deputy headteacher. They looked at pupils' learning journals and classroom displays. They considered a range of documentation, including the school's review of its strengths and areas to develop, the school development plan and information about pupils' ability levels and progress. Inspectors looked at documentation relating to safeguarding, including safe recruitment of staff and risk assessments. They considered staff and parent questionnaire information from the online questionnaire. There were no responses to the pupil questionnaire.