



Overview and Scrutiny Ofsted Subgroup

Date: Tuesday, 29 January 2019

Time: 10.00 am

Venue: Council Antechamber - Level 2, Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

Access to the Council Antechamber

Public access to the Council Antechamber is on Level 2 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. That lobby can also be reached from the St. Peter's Square entrance and from Library Walk. **There is no public access from the Lloyd Street entrances of the Extension.**

Membership

Councillors - Alijah, Hewitson, T Judge, Lovecy (Chair) and Stone

Co-opted members – Mrs B Kellner and Mr R Lammas

Agenda

1. **Minutes** 3 - 6
To approve as a correct record the minutes of the meeting held on 2 October 2018.

2. **Ofsted Inspections of Manchester Schools**
To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. – **to follow**

To consider inspection reports for a selection of the schools.

 - 2a. Burnage Academy for Boys 7 - 18
 - 2b. Lily Lane Primary School 19 - 32
 - 2c. St Mary's C of E Primary School Moston 33 - 44

3. **Daycare Providers**
To consider inspection reports and performance information for a selection of daycare providers.

 - 3a. Alexandra Park Children's Learning Community 45 - 50
 - 3b. Happy Kids Delamere Park 51 - 56
 - 3c. Happy Kids Heybury Close 57 - 62
 - 3d. St Catherine's Wrap Around Care 63 - 68

4. **Terms of Reference and Work Programme** 69 - 70
Report of the Governance and Scrutiny Support Unit

To review the Terms of Reference and Work Programme of the Subgroup.

Further Information

For help, advice and information about this meeting please contact the Committee Officer:

Rachel McKeon
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Email: rachel.mckeon@manchester.gov.uk

This agenda was issued on **Monday, 21 January 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension, Manchester M60 2LA

Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 2 October 2018

Present:

Councillor Stone – in the Chair
Councillor Hewitson

Mrs B Kellner, Co-opted Member, Representative of the Diocese of Manchester

Councillor Bridges, Executive Member for Children’s Services
Councillor Rahman, Executive Member for Schools, Culture and Leisure

Apologies:

Councillor Lovecy
Mr R Lammas, Primary sector teacher representative

CYP/OSG/18/21 Appointment of Chair

Decision

In the absence of Councillor Lovecy, to agree that Councillor Stone be appointed as Chair of this meeting.

CYP/OSG/18/22 Minutes

The Chair informed Members that, as requested by the Subgroup, Damian Hines, Secretary of State for Education, and Vicky Beer, Regional Schools Commissioner, had been invited to attend a meeting of the Children and Young People Scrutiny Committee. He advised Members that no response had been received from Damian Hines. He reported that Vicky Beer had advised that it was not appropriate for her to attend a scrutiny committee meeting but that she was working with Council officers.

Decision

To approve as a correct record the minutes of the meeting held on 26 June 2018.

CYP/OSG/18/23 Post Ofsted Inspection Action Plan - Progress Report

The Subgroup received a report of the Deputy Director of Children’s Services which outlined activity undertaken by the service and where relevant its partners to respond to the recommendations from Ofsted following their inspection of Manchester’s Children Services in 2017.

Officers referred to the main points and themes within the report which included:

- The structure of the action plan;
- The delivery of the action plan; and
- Progress, risks and next steps in relation to each of the recommendations arising from Ofsted’s inspection.

The Strategic Director of Children's and Education Services also provided Members with an oral update on Ofsted's recent focus visit, advising that the outcome of this visit was due to be published on 10 October 2018. The Chair requested that this document be circulated to Members of the Children and Young People Scrutiny Committee, once published.

Some of the key points and themes that arose from the Subgroup's discussions were:

- Staffing issues, including the recruitment and retention of staff and how new staff were supported;
- The importance of ensuring young people leaving care had access to suitable accommodation; and
- Progress in improving Greater Manchester Police's (GMP's) response to domestic abuse incidents involving children.

The Strategic Director informed Members that his service had reduced the number of agency workers used, advising that stability of the workforce was important in ensuring the quality of social work practice. He also outlined the support provided to newly qualified social workers. The Executive Member for Children's Services reported that Ofsted had identified the workforce as one of the service's strengths and that this had been borne out when he had visited staff. He informed Members about work to tackle homelessness, involving a number of Executive Members and the Senior Management Team, and advised that suitable accommodation for young people leaving care was one of the areas being focused on. The Strategic Director informed Members that GMP had agreed to place two police officers in each of the three Locality Hubs, to work alongside Children's Services staff.

Decisions

1. To welcome the progress made so far.
2. To request that Ofsted's letter on their recent focus visit be circulated to Members of the Children and Young People Scrutiny Committee, once it has been published.

CYP/OSG/18/24 Terms of Reference and Work Programme

The Subgroup reviewed the terms of reference for the Subgroup and the work programme.

A Member updated the Subgroup on the recent visit to Armitage Primary School, advising that it was an excellent school and reporting on work to build a new nursery. The Chair noted that the Subgroup had also requested a visit to a daycare provider and asked that this be followed up.

Decisions

1. To agree the terms of reference and work programme.

2. To write to Armitage Primary School to thank them for accommodating the visit.

CYP/OSG/18/25 Exclusion of the Public

A recommendation was made that the public be excluded during consideration of the following two items of business because they contained exempt information as provided for in the Local Government Access to Information Act and the public interest in maintaining the exemption outweighed the public interest in disclosing the information.

Decision

To exclude the public during consideration of the following two items of business.

CYP/OSG/18/26 Newall Green High School (Ofsted Inspection Action Plan) (Public Excluded)

The Subgroup received the action plan for Newall Green High School, following the Ofsted inspection in March 2018, when the school had been judged to be inadequate. The Subgroup discussed how the school was working with the Council and other partners to secure improvements. They also discussed staffing changes and the challenge of attracting new pupils.

Decisions

1. To write to the Executive Head of Newall Green High School to thank him for sharing the action plan and to wish the school every success in its improvement journey.
2. To request feedback on the school's next Ofsted visit and to note that this is likely to take place around March 2019.

CYP/OSG/18/27 The Grange School (Ofsted Inspection Action Plan) (Public Excluded)

The Subgroup received an oral update on progress since the Subgroup had considered the Grange School's action plan at its meeting on 20 March 2018. The Senior School Quality Assurance Officer outlined the improvements being made with support from the Council and through a partnership with another local school. He also informed Members about the work of the school's Interim Executive Board.

Decision

To receive the Interim Executive Board's update report, when this is available.

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Burnage Academy for Boys

Burnage Lane, Burnage, Manchester M19 1ER

Inspection dates

2–3 October 2018

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

Summary of key findings for parents and pupils

This is an outstanding school

- Leadership in the school is highly effective. Leaders have ensured that there has been significant improvement since the previous inspection. The systems to ensure that all leaders have the most impact are very strong.
- Governance is effective. Senior leaders and governors work closely together. This enables governors to have a detailed understanding of the school and to challenge leaders effectively.
- The school welcomes pupils of many different backgrounds. Some pupils have previously had very difficult experiences in their lives. These include pupils who have travelled as refugees from war zones. Pupils get on well together and treat each other as equals.
- Leaders respond with determination to the challenges some pupils face in their lives outside school. Safeguarding arrangements are extremely thorough. Pupils are known as individuals and looked after very well. The school is clear and confident in responding to risks, such as knife crime and extremism.
- The quality of teaching is closely monitored by leaders. This has helped staff to ensure that there is very effective practice. Teaching is challenging and captures pupils' interests.
- Training programmes for teachers are very well planned. These ensure that newly qualified teachers receive strong support and that all teachers are helped to refine their work.
- Pupils learn well and make excellent progress. Year 11 pupils gain consistently strong results in their GCSE examinations. There is little difference between the outcomes of disadvantaged pupils and others. Pupils who join the school speaking little English or who have limited or difficult previous experience in schools make similar strong progress to others.
- Pupils' behaviour is good. They know what the school expects and have welcomed the clearer approaches to discipline introduced by leaders over the last year. However, when pupils are less closely supervised by staff, some become boisterous. Similarly, on the infrequent occasions when teaching does not meet pupils' needs, some lose focus in their learning.
- Pupils say that their behaviour has improved. This view is shared by staff. Recorded instances of poor behaviour have fallen. Any exceptions to this pattern arise from the school's concerted action to ensure that pupils behave very well.
- Staff are assiduous in demanding that pupils attend regularly. Good attendance is celebrated and absence is strongly challenged.
- Leaders have planned the curriculum to ensure that pupils gain the success they need for their future lives. The programmes in key stage 4 lead to a broad range of GCSE qualifications. Very few Year 11 pupils fail to successfully move to the next stage of their education.

Full report

What does the school need to do to improve further?

- Leaders and other members of staff should build on the school's established approaches to ensure that pupils take even more responsibility for their own behaviour and learning, including in those situations where there is less direct guidance from staff.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders provide high-quality education and care for pupils. The headteacher, working with governors, has ensured that leadership arrangements have been refined to best meet the needs of pupils. For example, new leaders have been attached to the senior leadership team. In turn, this has meant that senior leaders now have separate responsibilities for safeguarding pupils and for pupils' behaviour. In addition, such arrangements form part of the school's successful commitment to providing opportunities for staff to develop in their careers. Such approaches have strongly contributed to the school's improvement to become outstanding and indicate that it is well placed to improve still more.
- Leaders and other staff ensure that the school has a strong sense of its identity and community. A small 'Manchester Bee' model, previously shown in Manchester Cathedral as part of this summer's 'Bee in the City' festival, is now displayed in the school foyer. A key aspect of the school's ethos is summed up in a pupils' phrase displayed on the bee, 'Together by chance, united by choice'. The school is highly inclusive and welcomes pupils whatever their previous school or life experience. Some pupils have experienced trauma or distress, including some who have been affected by war or are refugees. Values such as tolerance and respect for others are embedded in the life of the school.
- Leaders have strong links with the wider community and seek to develop these further, for example by providing venues for some meetings with parents and carers based in the community rather than at the school. While leaders build positive relationships with parents, they are also prepared to challenge them, for example when pupils' welfare or safety is at risk.
- Leaders know the school well. The school's self-evaluation document captures the strengths of the school and makes accurate judgements. Senior and middle leaders work together to ensure that staff are accountable for the quality of their work. Leaders' well-organised approach has ensured that the school has improved. When weaknesses are identified, these are systematically addressed. One example is in the transformation of leadership in science. Middle leadership in this team is now shared among a small team. This approach has led to improved teaching and stronger outcomes for pupils.
- There is a common sense of purpose among staff. This centres around the school's commitment to provide the best possible personal development and academic achievement of pupils. The members of staff who shared their opinions with inspectors indicated that their morale is high. They recognise the consistency of the school's approaches.
- Training for staff is built into the work of the school. This directly supports staff new to teaching but also allows teachers at any stage to develop their practice. Leaders ensure that teachers new to the school quickly become confident to provide high-quality teaching. If the school has concerns about teachers' effectiveness, leaders provide additional support to bring about improvement.
- The curriculum is well planned to meet pupils' needs. At key stage 3, pupils study the

full range of national curriculum subjects to give them a breadth in their learning. Music is provided in conjunction with drama. At key stage 4, pupils select one of four different patterns of subjects, organised to match the needs of different groups, including the most able. Where pupils need more emphasis on learning English, this is provided. In addition to the subjects taught, pupils have opportunities to take part in wide range of extra-curricular activities. The school has its own accreditation programme to encourage pupils to extend their experience through positive enrichment activities. These range from participating in sporting activities to residential experience and the development of personal skills and self-worth.

- The school's provision to develop pupils' spiritual, moral, social and cultural (SMSC) awareness is strong. Leaders state that this is particularly important to redress the gaps arising from some pupils' experience out of school. Leaders have embarked on a programme, over this school year, to strengthen pupils' SMSC development further by increasing the teaching time for this area.
- Leaders ensure that pupils have a strong voice in the running of their school. For example, all pupils are expected to contribute to the work of the school council. Small groups undertake activities in response to priorities recommended and voted on by pupils. One aspect of this is in pupils' different projects raising significant sums of money for charities. Similarly, some of the clubs offered by the school are run by pupils as a service to others.

Governance of the school

- Governance in the school is well organised. Governors meet regularly, often in committees concentrating on particular aspects of the school. Senior leaders are involved in governors' work, which gives governors the information they need for their sharp scrutiny. Minutes of governing body meetings demonstrate the clarity of their questioning about how the school operates. For example, they carefully considered advantages and disadvantages of the recent change of the school day to include fewer, longer lessons. This type of approach adds to the effective challenge to leaders provided by the governing body and so has allowed governors to add to the school's improvement.
- While recognising the financial pressure on the school, governors ensure that the available funds are properly spent. They check whether additional funding, including to support disadvantaged pupils, and to help pupils who join the school lagging behind others and those who have special educational needs (SEN) and/or disabilities, is being used effectively. They are well informed about the outcomes of different groups of pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and other staff are well trained to identify if there are potential safeguarding concerns about pupils. When these are identified, leaders carefully record the details and take swift action in response. Specialist members of staff with, for example, social work or school-nurse experience form part of the school's own safeguarding team.

However, when needed, leaders work closely with other agencies.

- The school's safeguarding and child protection policy is available on the school website. The policy has been updated to reflect the most recent government guidance. In addition, a summary of the policy is available to pupils so that they know about the school's approach and who they can talk to about any worries they may have.
- The school site is secure. Arrangements to ensure that pupils are safe are adjusted when needed, such as by increasing the number of staff supervising pupils outside school at the end of the school day.

Quality of teaching, learning and assessment

Outstanding

- Pupils learn well and make substantial progress as a result of the excellent teaching they receive. Pupils benefit from consistent approaches across different subjects. For example, teachers share high expectations about the quality of pupils' writing. As a result, pupils learn how to improve their writing further and are proud of what they achieve.
- Teachers share with pupils their enthusiasm for the subjects they teach. Teachers' knowledge of their subjects is strong. They are confident in the skills they need to plan interesting learning. This helps teachers to keep pupils focused and engaged in classroom activities. Learning time is not wasted. Such features are common across the school in different subjects and for pupils of different ages. Infrequently, teaching is less effective, which can lead to a minority of pupils becoming unsettled and their learning slowing. Leaders' careful monitoring means that any such situations are quickly followed up.
- The school has a systematic approach to collecting assessment information. Teachers and leaders make very good use of this to check how well individuals and groups are learning. Teachers are also effective in less formally assessing pupils' learning in class. Teachers use their knowledge of pupils to target precise questioning to challenge pupils. Pupils' work books show that high levels of challenge are a routine part of learning. Teachers' expectations of pupils are very high.
- Since the previous inspection, the school has introduced new approaches to making it clear to pupils how to improve. These are proving very effective. They help teachers to manage their workload while giving pupils clear information to support their learning. Pupils respond well by refining their work.
- Much of the homework set by teachers involves revision and deepening learning. The views of parents shared with inspectors by the school indicate that some feel that the school's approach to homework is helpful, while others do not. Teachers are aware that some pupils have after-school commitments to extended additional faith education. Pupils' homework records show that homework for some classes has been set sporadically so far this year.
- Staff ensure that teaching meets the needs of different groups of pupils. Teachers' good knowledge of individuals means that all are appropriately included in class questioning and discussion. Pupils very new to the country who speak little English receive additional support and are helped by using electronic translation. Pupils who have SEN and/or disabilities work closely with teaching assistants. This provision is

effective in helping such pupils concentrate and understand the topics being covered. They guide the pupils' use of materials and aid their participation in activities.

- The teaching provided in the school's support centre for pupils who have behavioural difficulties which puts them at risk of exclusion is effective in helping pupils control their behaviour and gain useful qualifications.
- Teachers develops pupils' wider skills. For example, they have successfully implemented a school-designed programme to support Year 7 pupils' literacy skills. An inspector saw pupils enjoying practising their reading as part of this regular activity. Staff regularly assess pupils reading skills. This indicates that pupils' reading develops quickly, with those whose have limited experience in English quickly catching up with their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and other staff know pupils and their circumstances very well. They use this knowledge to help them ensure that pupils' wider needs are successfully met. The systems for recording and analysing what action has been taken to support pupils are detailed. These provide a clear picture of the care and attention given to ensuring that pupils are looked after in school so that they can thrive and learn. For some pupils, the school is a haven of stability in their otherwise very complex lives.
- Pupils say that they feel safe in school. They know who to contact if they have any concerns and have confidence that these will be followed up. They are taught about how they can respond to the challenges that they might face in their lives. The programme of personal, social and health education includes challenging study of difficult topics. For example, an inspector saw Year 8 pupils responding with absolute concentration to a hard-hitting drama presentation about the way people can become radicalised.
- Leaders are acutely aware of the risks pupils may face outside school such as violence, including knife crime, gangs and extremism. When pupils are directly affected, the school's response is direct, compassionate and effective.
- The school is a harmonious community. Pupils accept and value each other. Pupils say that bullying is very rare and, if it does occur, is dealt with quickly. Pupils are taught about the importance of respecting others. The school's records indicate that poor behaviour, involving homophobia, racism or other kinds of intolerance, is very infrequent.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons, which helps all to learn. They respond quickly when teachers ask them to change activities or participate in discussion.
- During the previous school year, leaders introduced firmer sanctions to discourage poor

behaviour. Pupils say that they value the higher expectations set by staff and that behaviour has improved. This improvement has also been noted by staff. The new approach has led to a clear reduction in incidents of poor behaviour for older pupils. The consistent application of the new approaches by staff in embedding the school's higher expectations led to an increase in recorded incidents for pupils in Years 7 and 8.

- Pupils are friendly towards each other at breaktimes and when moving around the school. However, they are active and lively. While good-natured, sometimes this liveliness turns into boisterous behaviour, particularly when pupils are not closely supervised by members of staff.
- The school has very thorough systems for encouraging high attendance. For many pupils and classes, these are very successful. For example, weekly attendance rates of at least 98% from pupils in two Year 11 and one Year 7 classes were celebrated in a house assembly during the inspection. Overall attendance was a little below the national average over the previous school year. It dipped slightly when compared to the year before that. This was as a result of factors not directly under the school's control, such as family holidays during term time and changes in the local authority's approach to legal action in response to very poor attendance.
- Pupils are punctual to class. This is helped by clear signals when pupils should start to move back to lessons at the end of breaks. Pupils respond well to these and are very quickly ready to learn as lessons start.

Outcomes for pupils

Outstanding

- Pupils make very substantial progress throughout their time in the school. The latest published results from 2017 show that pupils' progress was above that seen nationally for all pupils. This comparison is even more positive when made to the progress of boys in other schools. Taking into account their starting points, on average, pupils gained about half a GCSE grade more in each of their subjects than typical elsewhere. Early information about GCSE results in 2018 indicates that Year 11 pupils continued to be as successful overall. In addition, some relatively less strong aspects, such as somewhat weaker progress of most-able pupils in 2017, were not seen in 2018. Disadvantaged pupils make similar progress to other pupils nationally.
- Pupils' starting points on joining the school are, on average, lower than elsewhere. By the end of their time at the school, pupils' attainment at GCSE is broadly in line with national averages. The success indicated by these GCSE results is even greater because the results include those from pupils who join the school without any information about their previous educational success. Often, these are pupils who have only recently come into the country. Such pupils can make up to about one third of the total number of pupils in Year 11 and include some who join the school speaking little English.
- Inspection evidence, including school records, work in pupils' books and observation of how well pupils learn, confirms that pupils across the school make similar consistently strong progress across the school. It is very often hard to tell which pupils may be disadvantaged or speak a language other than English at home because these groups make similar progress to others. There is similar consistency in the substantial progress

made by groups of pupils with different starting points, including the most able.

- Pupils progress very well in mathematics and English. However, this success is not restricted to these subjects; pupils have similar high achievement throughout their learning, including, for example, in modern foreign languages and technology. Over recent years, progress in science has increased. Evidence about pupils' current learning in science shows that this is now similarly strong to that in other subjects.
- The close support provided to pupils who have SEN and/or disabilities helps them to reach their potential. For some of these pupils, this enables them to make progress in line with their peers. For others, more important outcomes are the ability to take part in the school community or to develop their reading and writing skills. The provision within the school's support centre helps the small number of pupils who attend make faster academic progress than they showed while working in the main school. This, in part, reflects the improvement in their behaviour.
- The school completes continuing assessment of the reading skills of key stage 3 pupils. This shows that pupils make considerable gains in their reading. In particular, those pupils who arrive at the school with no information about their previous attainment rapidly catch up with others.
- Pupils are very well prepared for their next steps after they leave the school. The proportion of pupils who move from the school to further education or vocational training, including apprenticeships, has increased. The most recent data from the local authority indicates that all pupils who left the school at the end of Year 11 in 2018 successfully made that transfer.

School details

Unique reference number	140703
Local authority	Manchester
Inspection number	10046966

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	913
Appropriate authority	The governing body
Chair	Alan Scott
Headteacher	Ian Fenn
Telephone number	0161 4321527
Website	www.burnage.manchester.sch.uk
Email address	office@burnage.manchester.sch.uk
Date of previous inspection	28–29 June 2016

Information about this school

- This is an average-sized school. It became an academy in April 2014, although it maintains close links with the local authority.
- The proportion of pupils from minority ethnic groups is much higher than average. The largest proportion is of Pakistani heritage. However, pupils from many different backgrounds attend the school. Many pupils do not speak English as their first language. Around 35 different languages are spoken by pupils at home.
- The proportion of disadvantaged pupils is much higher than the national average. Deprivation within the school's community is high.
- The proportions of pupils who have SEN and/or disabilities and of pupils with an education, health and care plan are well above average.
- The school population is much less stable than seen in many schools. The school accepts a large proportion of new in-year entrants, including pupils who have recently

arrived in the country.

- The school runs an off-site educational unit close to the school site to provide temporary provision for a small number of pupils with behavioural problems. The school also provides this facility for two other local schools. Burnage pupils working in this unit also spend some of their time in alternative provision at Manchester Vocational Training College.
- The school is part of The Manchester Alliance of schools, a group of schools which work collaboratively to share effective practice.

Information about this inspection

- Inspectors met with the headteacher, senior leaders, middle leaders and other members of staff.
- Inspectors met with groups of pupils and spoke to others in lessons and during breaktimes.
- Inspectors observed teaching and learning. Some of this was completed jointly with senior leaders.
- An inspector scrutinised pupils' books as a joint activity with a senior leader. In addition, other work books were examined during lessons.
- An inspector met with a local authority representative and spoke by telephone to an independent educational expert who works closely with the school.
- An inspector met with the chair and vice-chair of the governing body and two other governors.
- Inspectors scrutinised school documents about outcomes, teaching and learning, behaviour and leadership. These included the school's record of self-evaluation. In addition, records and information about safeguarding and minutes of the governing body were considered.
- Inspectors reviewed 20 responses to Parent View, Ofsted's online questionnaire, including 11 additional written comments. Inspectors also considered samples of written responses to a survey of parents recently completed by the school.
- Inspectors considered 37 responses from members of staff to the online questionnaire for staff and 86 responses from pupils to their inspection survey.

Inspection team

David Selby, lead inspector	Her Majesty's Inspector
David Woodhouse	Ofsted Inspector
Linda Griffiths	Ofsted Inspector
Annette Patterson	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.

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Lily Lane Primary School

Kenyon Lane, Moston, Manchester M40 9JP

Inspection dates

2–3 October 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
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	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching is inconsistent between classes across year groups. This limits the progress that some pupils make.
- On occasions, teachers do not model high-quality spelling, punctuation and grammar in their writing. Some written tasks given to pupils, and some displays, contain misspellings and grammatical errors.
- Teachers' expectations of what pupils can and should achieve are not consistently high. Consequently, some teachers set tasks for pupils, particularly in humanities and science, which are too easy.
- Although leaders take swift action to improve the attendance of pupils who are persistently absent from school, there remains a core group of parents and carers whose children do not attend as regularly as they should.
- Governors do not monitor and evaluate the impact of leaders' actions on pupils' learning and progress as effectively as they monitor other aspects of the school.
- Some pupils who join the school at various points throughout the year do not make enough progress. Typically, they do not catch up in English and mathematics by the end of key stage 2.
- Leaders do not effectively use the wealth of assessment information that they hold about pupils who are new to the school, in order to promote their strong academic progress.
- Parents of children in the early years have more limited opportunities to contribute positively to the planning and assessment of their children's learning.

The school has the following strengths

- The school's well-considered curriculum ensures that pupils have rich experiences that develop their knowledge and understanding beyond their local community. This includes many successful sporting opportunities.
- This is a caring and inclusive school which strongly promotes pupils' welfare and social development. Pupils behave well, and they enjoy school and feel safe.
- Children get a good start to their education in early years and key stage 1 and make good progress from their starting points.
- The new leadership team recognises that the school is no longer outstanding. It has an accurate understanding of the school's strengths and weaknesses and its actions have improved pupils' outcomes in early years and key stage 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - teachers have consistently high expectations of what pupils can and should achieve
 - pupils are challenged to make consistently good progress across subjects, particularly in science, humanities and geography
 - teachers model the accurate use of English, spelling, punctuation and grammar in their written and spoken work with pupils.
- Improve the progress made by key stage 2 pupils in English and mathematics by:
 - providing effective support for pupils who join the school at different times in the year so that they more swiftly catch up academically with their peers
 - reducing further the proportion of pupils who are persistently absent from school.
- Further enhance the leadership and management of the school by:
 - making the best use of the assessment information that they hold to check on and promote the progress made by pupils who join the school at times other than the norm
 - governors holding leaders better to account for the quality of teaching and learning.
- Enhance the opportunities for parents, particularly those with English as an additional language, to contribute to their children’s education in the early years.

Inspection judgements

Effectiveness of leadership and management

Good

- Lily Lane Primary School is a totally different school to that inspected in 2013. The school's physical size and the number of pupils on roll have increased considerably. This has resulted in a large increase in the numbers of staff, including a totally new leadership team, since the last inspection.
- The pupils who attend the school now come from a considerably more ethnically diverse community. The school continues to change rapidly, due to large numbers of families arriving in this country from abroad. Consequently, many pupils enter the school at various points in a school year, some having had a disrupted education. A large proportion of these pupils use English as an additional language. Leaders take appropriate actions to support these pupils but acknowledge many of their actions are responsive and have not had time to fully have the desired impact on pupils' learning.
- Leaders' evaluation of the school's effectiveness recognises that the school is no longer outstanding. They have a clear and accurate picture of the school's strengths and weaknesses because of their frequent and focused monitoring activities. These include regular observations of the quality of teaching, frequent 'book looks' to scrutinise pupils' work, and the analysis of assessment information. However, leaders do not consistently make the best use of the wealth of assessment information that they have to check that newly arrived pupils quickly catch up in their academic learning.
- Recently, leadership and management have been strengthened further by the appointment of three phase leaders across key stages 1 and 2. These phase leaders have high expectations and have quickly established a secure understanding of the strengths and weaknesses in their areas of responsibility. However, it is too soon to see the full impact of their work.
- Leaders use the information gathered from their monitoring to hold teachers closely to account for the impact of their actions on pupils' learning. Where teaching is identified as being less than effective, they take swift and appropriate actions. However, leaders are aware and acknowledge that these actions have not yet ensured the quality of teaching is consistently good.
- Leaders' planning for school improvement is effective. They identify appropriate priorities and actions. The impact of improvement plans is regularly reviewed by senior leaders, including phase leaders to determine what are the next steps required. Effective implementation of the school plans has resulted in improvements to the outcomes for pupils in key stage 1 and the early years over recent years. Additionally, greater proportions of pupils now attain the higher standards in the end of key stage assessments.
- Subject leaders have secure knowledge, and some have further extended their leadership skills through nationally accredited qualifications in middle leadership. A small number of subject leaders, including the coordinator of the provision of pupils who have special educational needs (SEN) and/or disabilities and a leader in the early years, are new to their roles. They are developing their skills well because of the training and guidance that they receive.

- Subject leaders have a good understanding of the strengths and weaknesses in the quality of teaching and pupils' outcomes in their subjects, particularly in English, mathematics, science and computing. They recognise that in some subjects, such as humanities and art, teachers' methods of recording pupils' progress and attainment is still under development. Subject leaders keep up to date and well informed about developments in their subjects and use this to inform their planning.
- Leaders demonstrate an accurate understanding of the barriers to learning faced by disadvantaged pupils. They make effective use of the pupil premium funding to promote learning for this group of pupils. The funding is used well to provide additional support in English and mathematics. It is also used to develop pupils' emotional and social resilience so that they can effectively access the wider curriculum. As a result, disadvantaged pupils who have been in school for some time make secure progress from their starting points.
- Sport plays an important part in the curriculum and draws on pupils' interests and competitive spirit. The school successfully competes against other schools in a variety of sports. Pupils and staff are equally proud of their achievement in having become the City of Manchester champions in several sports, including football and athletics, for several years. The primary school sport and physical education funding is used effectively to train staff to deliver high-quality physical education. It is also used to promote pupils' participation in a wide range of sporting and health and well-being activities, including nationally recognised fitness and well-being programmes.
- Leaders' regular and effective communication ensures that most parents are well informed about their children's learning and school life. The use of the school's website and frequent texting give parents useful information. Pupils contribute to the school's online learning platform through class blogs to ensure that their parents know about their activities and learning in school. Parents overwhelmingly support the school. They speak positively about the learning opportunities it provides for their children and the advice and guidance staff give to families to help their children thrive. A small number of parents, particularly those for whom English is an additional language, expressed a desire to have more easily accessible information about their children's progress and attainment.
- This is a caring school where pupils' spiritual moral, social and cultural understanding is nurtured well, for example through the promotion of the United Nations Charter of the Rights of the Child. Pupils are treated with understanding and respect. Leaders frequently draw on the experiences of pupils in school to promote equality for all, irrespective of their ethnicity or gender identity. Pupils who have SEN and/or disabilities participate in the full range of activities and school life because the funding set aside for them is used effectively.
- In their design of the curriculum, leaders demonstrate a clear intent to overcome the barriers to learning presented by the high levels of deprivation in the community. It is broad and balanced. Where possible, the curriculum is enriched through carefully considered and appropriate visits and experiences which extend pupils' horizons and their academic, creative and cultural interests. Opportunities for all pupils to study a musical instrument, as part of the curriculum, without additional cost to their families, ensure equality of access to music. Leaders strongly encourage pupils to adopt positive values as future citizens of Britain.

Governance of the school

- The governance of the school is effective. Governors are proud of the school and share the vision and commitment to improvement held by leaders and staff. They know their school well because of the high-quality information that they receive from the headteacher and other leaders. Governors regularly check the validity of the information that they receive by using an external, quality-assurance professional. Some governors visit the school to see teachers and pupils at work. Consequently, governors have an accurate understanding of the impact of the considerable changes to the school's context.
- The governing body uses the professional skills of some of its members well to monitor the school's finances, including the pupil premium funding and the PE and sport funding, to ensure that they get best value. They hold leaders to account by asking focused questions about the impact of their actions, particularly in the areas relating to finance and policies. Governors have closely followed the recent remodelling of the school's site, including the construction of the new additional classrooms to ensure that it provides a high-quality resource for the school. However, governors' checks on the impact of leaders' actions to improve teaching and learning is less thorough.

Safeguarding

- The arrangements for safeguarding are effective.
- The governing body ensures that the school meets all the statutory requirements for safeguarding, including those relating to the early years. These include the checking of the suitability of adults to work with pupils in school and the provision of appropriate filtering and monitoring of the school's internet connection.
- The safeguarding and welfare of pupils lie at the heart of this school. Well-trained staff have up-to-date knowledge and diligently apply their skills to keep pupils safe. Leaders and staff work closely together. They share information effectively with families and appropriate authorities to ensure that pupils are safe and protected from external risks and threats. Records are meticulously kept and fit for purpose.
- Leaders have taken appropriate actions to ensure that the school is a safe and secure place in which pupils can learn during and after the extensive building work currently nearing completion.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is inconsistent across different classes. As a result, some pupils in the same year group do not receive the consistently at least good quality of education as their peers in other classes in the same year group. This is because some teachers do not implement as consistently as others the school's policies relating to leaders' expectation of teaching. For example, in some pupils' books teachers have not applied the school's marking and feedback policy as required by the school.
- On occasions, some teachers do not model high-quality use of written and spoken spelling, punctuation and English grammar. As a result, some pupils see inaccurate displays, and they receive worksheets that have incorrect spellings, including American

English versions of spellings. In some lessons, teachers model incorrect grammar in their spoken English to pupils who are only just beginning to learn this language.

- In a small number of subjects, particularly in humanities and science, some teachers have low expectations of what pupils are capable of achieving. As a result, the tasks that they set do not promote pupils' development of knowledge and skills at the standard expected.
- Most teachers and teaching assistants demonstrate secure knowledge of most of the subjects that they teach. Many use this knowledge to make tasks interesting and enjoyable for pupils. Teachers frequently use the school's specific instructional strategies, which are designed to promote cooperation and communication in the classroom, to boost pupils' confidence and concentration. However, on occasions some teachers confuse the use of these strategies with the careful matching of tasks to meet pupils' abilities. Consequently, sometimes pupils all receive the same level of challenge irrespective of their abilities.
- Some teachers make effective use of homework to consolidate skills and draw on pupils' interests to develop their knowledge and understanding. For example, recent work in design and technology, which linked closely to a historical theme, resulted in the production of high-quality tools made from natural materials.
- Teachers typically have a secure understanding of most pupils' barriers to learning, including a lack of rich life experiences due to the deprivation found in the community. Many teachers frequently make effective use of links to other subjects and educational visits to bring learning to life for children who have had little experience of the wider world. For example, in upper key stage 2, some teachers effectively develop pupils' understanding of writing for a specific purpose, by requiring them to develop written plans of the equipment they will need for the safe completion of an upcoming trip to the 'mountains' at Dovestone Reservoir.
- Teachers and family-support workers effectively support learning beyond the classroom. This is through the provision of a range of workshops and information events for parents, including online safety events, and subject-focused events, such as the 'maths market', and the provision of individual advice sessions for parents.
- Writing and mathematics are generally taught systematically to develop pupils' knowledge and understanding. However, where teaching is weaker, some pupils often miss out on the systematic development of their skills compared to their peers. This is because the teaching that they receive lacks the high expectations and focused progression found in other classes within the same year group.
- Reading is taught through strict adherence to a commercial scheme of work, which systematically develops pupils' phonics knowledge and skills. As a result, pupils apply phonics skills to identify unfamiliar words. The outcomes in the end of key stage 1 national reading assessments have improved and are now in line with the national average.
- Committed and knowledgeable teaching assistants support pupils' learning well in class and at other times of the day. Many teaching assistants work closely with pupils who have recently arrived in school, many of whom have little or no understanding of the English language. Teaching assistants make good use of a variety of strategies and technology to support the integration of new pupils into school, so these pupils can

access quickly the curriculum and begin to progress their academic journey.

- Effective use of technology supports learning well. Visualisers, which are devices that help project physical objects on to a screen, are commonly used to demonstrate methods or to swiftly share pupils' work in order to highlight learning points and common errors in their work. The effective use of tablet computers allows teaching assistants to keep pupils focused on tasks by easily translating instructions into other languages. The good use of external community links ensures that pupils and teachers have access to high-quality technological resources and training. For example, in key stage 2, pupils develop their programming skills well through robotics work, provided by a local premier league football club's outreach programme.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of the school and they wear their uniform with honour. Parents share their children's views of the school and are overwhelmingly supportive.
- Pupils know how to stay safe in and out of school, including while using the internet and other electronic devices, because of the guidance that they receive.
- Pupils' attitude to learning is typically positive, especially where the quality of teaching is at its best. Here, they are attentive learners who quickly follow instructions and engage with their learning tasks. Pupils particularly enjoy the opportunities to apply their skills and to develop their learning through collaborative activities, such as 'quiz quiz trade'.
- Pupils carry out a range of roles of responsibilities, including that of school councillors. The school council is an effective body that makes a difference in school. Pupils' views are held in high regard and considered carefully by staff and leaders. For example, following suggestions from the school council, the organisation of lunchtime now better promotes pupils' social skills.
- Extra-curricular activities abound in school and contribute greatly to pupils' personal development. The breakfast club ensures that pupils are well set for a day of learning. Many clubs operate during lunchtimes. Pupils have a say in what clubs there are and, as a result, they are well attended and reflect pupils' interests, such as badminton, cookery, science and art.
- Pupils are well supported to become responsible and reflective citizens because of leaders' strong promotion of social and emotional learning, which incorporates fundamental British values. Pupils regularly take part in democratic processes and, each term, whole-school debates provide opportunities to discuss topical issues, such as the rights of a child.
- Pupils say that bullying is rare in school but, when it does happen, they are confident that teachers and other adults are approachable and that they will deal with it swiftly and effectively.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct around the school is excellent. As a result, the large numbers of pupils in school frequently negotiate the stairwells safely. Boisterous playtimes see pupils playing collaboratively and harmoniously together, to vent their excess energy in a safe and well-supervised environment.
- Most pupils enjoy coming to school, consequently, attendance overall is in line with the national average. However, some groups of pupils, including those who are disadvantaged, do not attend as often as they should. This is often due to complex home circumstances and/or medical reasons. As a result, the proportion of pupils who are persistently absent is above the national average.
- Leaders monitor attendance rigorously. They challenge and provide high levels of support and guidance to parents who do not ensure that their children attend school regularly. Leaders tailor their actions to meet the needs of individual pupils and their family's circumstances. Analysis of attendance data shows that this frequently has had a considerable impact on their attendance. Consequently, although the proportion of pupils who are persistently absent is above the national average, it is reducing.
- Leaders' use of exclusions is in line with the national average. Exclusions are only used as a last resort and are an appropriate, measured response to the behaviour of a very small minority of pupils.

Outcomes for pupils

Requires improvement

- There is a high and rapidly rising proportion of pupils who enter the school at times other than the norm. For example, 25 pupils joined the school in the week of the inspection. Many have a limited understanding of spoken English and/or a history of interrupted education. This means that the published data for progress and attainment, particularly in key stage 2, must be treated with caution.
- Detailed analysis of the school's own and national assessment information shows that pupils who attend the school regularly over time, including those who are disadvantaged, make effective progress from their starting points. However, the increasing number of pupils who join the school outside of the usual times, despite making positive progress in their social and emotional development, do not quickly catch up academically with their peers.
- Pupils have a secure foundation to their learning in the early years, on which they build effectively in key stage 1. Consequently, according to provisional data, attainment at the end of key stage 1 was at least in line with national averages in reading, writing and mathematics in 2018. A growing proportion of pupils made sufficient progress to attain at the higher standards in their end of key stage assessments.
- Pupils make good progress and develop their phonics skills systematically. The proportion of pupils attaining the nationally expected standard in the Year 1 national phonics screening check in 2017 and 2018 was in line with the 2017 national average. By the end of key stage 1 in 2017 and 2018, nearly all pupils met the required standard.

- In key stage 2, variability in the quality of teaching and the considerable number of pupils joining the school, some with no, or an interrupted education, have a substantial impact on headline progress and attainment figures over time. However, the progress of pupils who had attended the school for the majority of their key stage 2 education was much better. The proportion of these pupils who attained the expected standards in reading, writing and mathematics was line with 2017 national averages.
- Work in pupils' books shows that in humanities and science pupils in some classes do not attain at the standard expected for their stage of learning. This is because the expectations of the teachers in those classes are not high enough and, consequently, the work is too easy.
- The inconsistent quality of teaching that pupils receive has a negative impact on the progress and attainment made in some classes, within some year groups, and particularly in lower key stage 2. School-based tracking shows that here pupils, particularly those who are new to the school, do not make the strong progress they need to catch up with their learning in order to attain the standards that leaders expect. Consequently, outcomes require improvement.

Early years provision

Good

- The leadership of the early years is good. Leaders, even though one is very new to the role, have an accurate and detailed understanding of the strengths and weaknesses in the department. They effectively evaluate provision and outcomes, and accurately assess and track in detail children's progress and attainment.
- Leaders in the early years ensure that safeguarding is effective and that all the required regulations are met. Well trained and vigilant staff implement the school's safeguarding policies with rigour, and act quickly to respond to and deal with any concerns.
- Teachers and other adults quickly establish effective routines that model respect and set clear expectations about children's conduct. Consequently, children are well behaved and eager learners who typically show respect for adults and each other.
- Most children enter the early years with skills and development below that which is typical for their age. They make good progress from their starting points in the Nursery Year because of the quality of teaching that they receive.
- Children in the Reception Year build on the good foundations laid in the Nursery Year. They make effective progress from their starting points, particularly in the areas of learning related to social and emotional development, because of the good-quality teaching and personal development that they receive. However, some children, particularly those who join the school in the Reception Year with limited prior education, attain less well in the key areas of learning related to reading and writing. This impacts negatively on some children's academic readiness for learning in Year 1.
- Transition arrangements for pupils moving to key stage 1 are effective. Consequently, pupils are well prepared socially and personally for their next key stage.
- The early years department has grown considerably in recent years and is now partially housed in a new building. Leaders' actions effectively manage the limitations on children's use of the outdoors – caused by the building work – to create a new, high-

quality early years play area. Children do not miss out on outdoor learning activities, because leaders carefully timetable frequent access to the school's other outdoor resources. Children have frequent access to temporary outdoor learning spaces, the school's multi-use games areas and the school's halls to undertake outdoor learning activities and physical education.

- Parents find staff approachable and are aware of class routines. Parents are well informed about their children's progress in several ways, which include 'meet and greet' sessions, written reports and parent workshops. However, the opportunities for parents to positively contribute to their children's learning in the early years are more limited.

School details

Unique reference number	105424
Local authority	Manchester
Inspection number	10052865

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	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	642
Appropriate authority	Local authority
Chair	Rita Tavernor
Headteacher	Julia Clark
Telephone number	0161 205 3397
Website	www.lilylane.manchester.sch.uk
Email address	admin@lilylane.manchester.sch.uk
Date of previous inspection	2–3 July 2013

Information about this school

- Lily Lane Primary is a larger-than-average sized primary school.
- The school's size and context have changed considerably since the last inspection. The majority of pupils are now from ethnic groups other than White British. A rapidly increasing and higher-than-average proportion of pupils have English as an additional language.
- The proportion of disadvantaged pupils is much higher than average.
- The proportion of pupils who have SEN and/or disabilities is lower than average, but increasing.
- The school provides a breakfast club that is available to all pupils.
- There have been considerable changes in staffing, including in senior leadership and governance since the last inspection.

Information about this inspection

- Inspectors observed a range of lessons or parts of lessons and looked at pupils’ work. They listened to pupils reading, and talked with them about their lessons and school life.
- Meetings were held with the headteacher, deputy headteacher and a range of subject and phase leaders, including the senior leaders responsible for the provision for pupils who have SEN and/or disabilities and family support. Inspectors spoke with representatives of the governing body and the local authority officers who work with the school. The lead inspector had a telephone call with the school’s own commissioned external improvement adviser.
- Inspectors scrutinised documentation relating to pupils’ progress and to school management, including the arrangements to ensure that pupils are kept safe.
- Inspectors spoke with parents and staff and took account of the responses to the school’s own parent questionnaire.

Inspection team

John Nixon, lead inspector	Her Majesty’s Inspector
Mandy Dodd	Ofsted Inspector
Claire Hollister	Ofsted Inspector
Stephen Rigby	Ofsted Inspector
Eithne Proffitt	Ofsted Inspector

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St Mary's CofE Primary School Moston

St Mary's Road, Moston, Manchester, Lancashire M40 0DF

Inspection dates

6–7 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher's strong and effective leadership has secured notable improvements in the quality of teaching since the previous inspection. Staff and governors share his ambition for all pupils to achieve to their best in their academic achievement and personal development.
- The quality of teaching, learning and assessment is now good. Pupils make strong progress in reading, writing and mathematics from their starting points. Outcomes at the end of key stage 2 in 2017 and 2018 closely matched the national averages.
- Children make good progress during their time in the early years. However, on occasions, activities in independent play areas do not encourage children to think deeply.
- The school provides a broad and stimulating curriculum. Pupils enjoy the wide range of activities, including the trips and visits they do as part of their day-to-day learning.
- The school has a calm and orderly atmosphere. Pupils in key stages 1 and 2 behave well in lessons and at breaktimes.
- Staff are fully supportive of the school's leadership team. They appreciate the many training opportunities that are provided.
- Parents and carers value the positive relationships that have been established between school and home and the strong teaching that their children receive. One parent captured the views of many when commenting, 'My children are very well supported in every aspect of their learning.'
- Teaching assistants provide effective support in class and when supporting small groups or individual pupils. The additional support they provide for pupils with special educational needs and/or disabilities (SEND) helps these pupils to make strong progress in their learning.
- The work that some teachers set in science and geography does not help pupils to develop their knowledge and understanding.
- Teachers and teaching assistants ensure that pupils make good progress in phonics. They use their good subject knowledge to provide work that helps pupils develop the skills necessary to become successful readers.
- Pupils enjoy school and are rarely absent. Attendance has been above the national average for the past three years.
- The school's work to promote pupils' personal development and welfare is good. Pupils are well cared for and feel safe in school. As a result, they are confident and happy learners.

Full report

What does the school need to do to improve further?

- Improve further the provision in the early years by ensuring that staff:
 - consistently provide activities that encourage children to think more deeply during periods where they are free to choose in which areas to work and play.
- Improve the quality of teaching and learning in science and geography by ensuring that teachers:
 - have high expectations of what pupils can achieve in these subjects
 - set work that consistently challenges pupils and develops their knowledge, skills and understanding in these subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has overseen significant improvements at the school over the past two years. He has high expectations of staff and pupils and he has created a culture of respect and tolerance. His actions have considerably improved the quality of teaching and the progress that pupils make across the early years and key stages 1 and 2.
- There are positive relationships between school leaders, staff and pupils. Staff value the support that leaders provide and the many opportunities that they have for training and development. Pupils value the care, guidance and support that staff provide and the good teaching that they receive each day.
- Parents are fully supportive of the school's staff and leadership team. They say that their children are well looked after and make good progress.
- Pupils benefit from a well-planned curriculum that helps them to acquire knowledge, understanding and skills in most subjects. It also contributes to their physical, mental and personal well-being. For example, the school has a strong commitment to physical education and pupils take part in many inter-school sporting events. Pupils in Years 5 and 6 also participate in an annual arts project, which last year involved studying the Shakespeare play 'A Winter's Tale'. Pupils created some high-quality artwork, and participated in performances that incorporated music, drama and dance.
- There is a strong Christian ethos at St Mary's. Respect and tolerance are core features of school life. School leaders ensure that pupils are taught to value the diversity which they experience each day in school. Pupils learn about different faiths and beliefs. They also learn about democracy and are provided with regular opportunities to share their thoughts and ideas with staff and school leaders. This contributes greatly to pupils' spiritual, moral, social and cultural development and prepares them well for life in modern Britain.
- School leaders, including governors, make sure that pupil premium funding is used effectively to support pupils' learning. Their well-targeted use of this funding has resulted in disadvantaged pupils making improved progress over the past two years. Pupils' attainment also improved in 2017 and 2018, particularly in reading and mathematics. The gaps between what these pupils and other pupils nationally achieve are diminishing.
- School leaders make good use of the additional funding for sports and physical education. Sports coaches work alongside staff to provide additional expertise within lessons. The funding has also been used to widen the breadth of sports available to pupils. For example, pupils in key stage 2 have recently learned how to play handball. During this inspection, some pupils took part in an inter-school tennis tournament.
- Special educational needs funding is used well to support pupils with SEND. School leaders ensure that additional support is deployed effectively to meet pupils' needs. They make regular checks to review the impact of this support, making adjustments where necessary. As a result, pupils with SEND make good progress from their individual starting points.

Governance of the school

- Governance is effective. Governors provide good levels of support and challenge to school leaders. They have an accurate and realistic view of the school and understand the school's priorities for improvement.
- Governors visit the school regularly to gain a first-hand view of the school's work. As a result, they know how teaching has improved and the impact that this has had on pupils' progress and attainment. Along with the headteacher, governors help to ensure that staff have access to appropriate support and training.
- Governors make the necessary checks to ensure that any additional funding that the school receives is spent effectively. They ask searching questions of the headteacher to ensure that the strategies employed, for example to support disadvantaged pupils, are effective.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders provide regular training and clear advice to staff about the school's safeguarding policies and procedures. Leaders have ensured that all members of staff are aware of their safeguarding duties and understand how to respond to any concerns about a pupil's welfare or safety.
- Leaders keep detailed records of all concerns that are raised by staff and the steps that are taken to support pupils and resolve situations. Where necessary, leaders work well with external agencies to support and protect those involved.
- The governing body help to ensure that all statutory requirements regarding the safeguarding of pupils are met. Governors have attended relevant training and make regular checks on the school's policies and procedures.

Quality of teaching, learning and assessment

Good

- Teachers mainly have high expectations of what they want pupils to achieve. They work effectively with teaching assistants to ensure that pupils' individual learning and pastoral needs are well met. As a result, pupils across the school are now making good progress in their learning.
- Phonics is taught well. Phonics sessions are well structured, and staff use their subject knowledge well to move pupils on in their learning and broaden their vocabulary. Pupils who read with inspectors demonstrated how well they use phonics to work out unfamiliar words.
- There has been a strong and effective focus on improving standards in reading. Staff encourage pupils to develop a love of books from a young age. They regularly share books with pupils and check on how well they are progressing in developing their comprehension skills. Pupils in key stage 2 enjoy reading class novels together, and books are increasingly used to support learning across the curriculum. As a result, all pupils, including the most able, make good progress in this subject.
- The focus on developing reading across the school has also had a positive impact on

pupils' writing. Staff provide pupils with regular opportunities to write at length, and for different purposes. Inspectors saw many examples of good-quality writing across the school. Teachers ensure that pupils make good progress in their understanding and use of grammar, punctuation and spelling. Pupils also take care with their handwriting and almost all present their work neatly.

- The teaching of mathematics is a strength of the school. A consistent approach to teaching this subject, across key stages 1 and 2, helps pupils to become fluent in developing key mathematical knowledge and skills. Teachers provide regular opportunities for pupils to apply these skills to investigate and solve problems. For example, pupils in Year 5 were recently asked to interpret line graphs showing the heart rates of Premier League footballers during a match. They made plausible suggestions about the changes that occurred and what might have caused the peaks and troughs in the data that had been recorded.
- Over time, the teaching of science and geography is not consistently strong across the school. At times, teachers' expectations of what pupils can achieve are too low and the work that they set does not provide enough challenge for them.
- Teaching assistants provide good support, both in class and when supporting groups and individual pupils. They provide essential information for teachers about how well pupils are learning. This helps to ensure that teachers plan effectively to meet pupils' needs in future lessons.
- Parents value the regular opportunities that they get to visit school and find out about how well their children are progressing. They are kept well informed about the school's work and are encouraged to support their children's learning at home.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school and keen to make a positive contribution to school life. Older pupils enjoy the different roles available to them. They particularly enjoy being part of the Eco team, who have recently looked at ways of reducing the waste produced across the school. Many Year 6 pupils act as a 'buddy' to children in the early years, looking out for them at playtimes and during the dinner break.
- The school environment is extremely well maintained, both inside and outside in the school grounds. It is used well to support learning. The playground contains a range of equipment to encourage physical activity. Staff have developed a 'nature garden' which is used well to promote many aspects of pupils' learning outdoors. Inside, pupils' work is celebrated in displays in classrooms and corridors. There are many excellent examples of pupils' writing and some high-quality artwork.
- Pupils spoken to during the inspection demonstrated a good understanding of bullying. They knew about different forms of bullying and discussed behaviour with the inspector in a mature way. They said that bullying is a rare occurrence and that they know staff will resolve behaviour issues quickly and effectively.
- Pupils showed a good understanding of the risks associated with the use of the internet

and how to keep themselves safe while online.

Behaviour

- The behaviour of pupils is good.
- Pupils are friendly, polite and welcoming to visitors. They behave well, both in class and during breaktimes. They show pride in their work, particularly in their writing and mathematics books.
- Pupils behave well at the breakfast club, which provides a warm and welcoming start to the school day for many pupils. They enjoy the healthy food available and the opportunity to play games with their friends.
- Parents said that behaviour is good and that pupils are well looked after at the school. All members of staff said that they feel well supported by leaders in managing behaviour.
- The school has worked successfully to reduce absence. Over the past three years, attendance has been above the national average and very few pupils are persistently absent from school.

Outcomes for pupils

Good

- The proportion of pupils achieving and exceeding the expected standard in reading, writing and mathematics at the end of key stage 2 was above the national average in 2017. Although outcomes were not quite as strong in 2018, inspectors saw evidence in pupils' books that standards are improving across the school.
- Pupils make good progress in developing their knowledge of phonics. The proportion of pupils achieving the expected standard in the phonics screening check at the end of Year 1 was close to the national average in 2018. Good support is provided for those pupils who did not reach the expected standard and most go on to become competent readers.
- There have been improvements to pupils' attainment in reading over the past three years. In 2017, the proportion of pupils attaining and exceeding the expected standard at the end of key stage 2 was above the national average. Although the results in 2018 were not quite as strong, inspectors found evidence that standards in reading are continuing to improve across the school. Many older pupils read widely and often.
- Pupils' attainment in the key stage 2 grammar, punctuation and spelling test, has been above the national average over the past two years. This was reflected in the quality of written work that inspectors saw in English books across the school. The proportion of pupils achieving and exceeding the expected standard in writing at the end of key stage 2 was above the national average in 2018.
- School leaders ensure that the achievement of disadvantaged pupils is monitored closely and, where necessary, these pupils receive additional support. The end of key stage 2 assessments show that their attainment is improving, particularly in reading and mathematics.

- Pupils make strong progress in many areas of the wider curriculum, such as physical education and art. However, pupils' learning and progress in science and geography are inconsistent across the school. This is because some teachers are not as effective in developing pupils' subject-specific skills.
- Pupils who are at the early stages of learning English, and the high proportion who speak English as an additional language, are supported well and make good progress in their learning. Pupils with SEND make good progress. This is because their specific needs are identified early. Teachers and teaching assistants put in place a comprehensive programme of support to ensure that these pupils make strong progress from their various starting points.

Early years provision

Good

- Children start school with skills and abilities which are below those typically found for their age. Most children make good progress during their time in the early years. As a result, the proportion of children who achieve a good level of development has increased over time. In 2018, the proportion of children achieving a good level of development was above the national average. Consequently, children are well prepared for their transition into Year 1.
- Teaching in the early years is good. The indoor and outdoor areas are well organised, purposeful and used well by staff to stimulate children's imaginations. When working directly with the children, staff make good use of questioning to find out what children know. They encourage children to think hard and help them to move on in their learning.
- Staff are particularly adept at teaching early reading and mathematics. They have developed good systems for checking children's development. Staff use what they know about children's skills and abilities to ensure that teaching challenges them to move on in these areas of learning.
- When working with children, staff provide a broad range of interesting experiences. For example, during the inspection, children were learning about Diwali. They worked well with a teaching assistant on an art activity involving rangoli patterns. During this activity, children learned about symmetry and took great care as they added coloured sand to their pictures.
- However, sometimes the activities that staff provide, when children are free to choose their own tasks, are not well thought through. This means that there are times in the day when some children are not learning as well as they could be.
- Overall, children's behaviour is good. They enjoy learning and playing together and most children help to tidy up when asked. Occasionally, staff need to intervene to gently remind children about school routines and the importance of being kind to each other.
- The leadership and management of the early years is good. The early years leader has a secure understanding of the strengths of the provision and priorities for development to improve children's outcomes further.
- Strong transition and induction arrangements help to ensure that children settle quickly

into school. Parents are encouraged to contribute to the initial assessments that staff make of children's starting points and they are kept well informed about their children's progress.

- Leaders in the early years ensure that children are safe at all times. They ensure that children are well looked after in the Nursery and Reception classes. The school's child protection policies and procedures are well known to staff and implemented consistently.

School details

Unique reference number	105545
Local authority	Manchester
Inspection number	10046053

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Janna Welsby
Headteacher	Paul Stephenson
Telephone number	01616 810407
Website	www.st-maryscofe.manchester.sch.uk/
Email address	admin@st-maryscofe.manchester.sch.uk
Date of previous inspection	25–26 May 2016

Information about this school

- The school is smaller than the average-sized primary school.
- Children in the early years receive full-time education in the Nursery and Reception classes.
- The school is ethnically diverse and a higher than average proportion of pupils speak English as an additional language.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils who have an education, health and care plan is below the national average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- School staff operate a breakfast club each morning on the school premises.
- A section 48 inspection took place on 30 March 2017.

Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes. Some observations were conducted jointly with the headteacher.
- Inspectors scrutinised pupils' written work in subjects across the curriculum.
- Inspectors looked at a range of documentation, including the school's self-evaluation and improvement plan, minutes of governing body meetings, attendance information and safeguarding records.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs leader and the teacher in charge of the early years. Inspectors also met with three members of staff to discuss subject leadership.
- The lead inspector met with members of the governing body, including the chair of governors, and a representative of the local authority. He also spoke with a school improvement adviser by telephone.
- Inspectors observed pupils' conduct during breaktimes and lunchtimes.
- Inspectors met with groups of pupils to listen to them read and discuss behaviour and other aspects of school life. Inspectors also spoke with many other pupils informally.
- Inspectors met with parents and took account of the six responses to Parent View, Ofsted's online questionnaire. They also considered the results of the school's own parent survey.

Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

Joan Williamson

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.

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

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Alexandra Park Childrens Learning Community

Montgomery House, Demesne Road, Manchester, M16 8PH



Inspection date

4 July 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The atmosphere of the setting is relaxed, friendly and welcoming. Children's opinions are treated with high regard and they are truly valued as individuals. Care routines are highly individualised. Children show remarkable confidence, they are self-assured and have extremely secure attachments with staff.
- Partnerships with parents are strong. There is an effective two-way flow of information shared on a regular basis. Various opportunities are embraced to involve parents in the setting. For example, parents and children help to care for the chickens at weekends.
- Well-qualified staff demonstrate good teaching skills. Staff complete regular and accurate observations and assessments and they understand how to plan for children's next stage in learning, skilfully identifying children's interests. All children make good rates of progress and are developing the skills they need for school.
- Opportunities for children to develop their independence are embedded throughout the setting, in particular during care routines. For example, younger children use steps to access nappy changing stations and older children help to serve meals and snacks.

It is not yet outstanding because:

- Managers have systems in place for the supervision and monitoring of staff practice. However, systems are not yet rigorous enough to help to raise all aspects of staff practice to an outstanding level.

What the setting needs to do to improve further

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

- strengthen the systems for monitoring and evaluating staff practice, in order to help to raise the overall quality to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching in across all age groups and assessed the impact this has on children's learning.
- The inspector observed two sessions and jointly evaluated the teaching with the deputy manager and the settings artist.
- The inspector held discussions throughout the inspection and held a meeting with the senior management team. She held a meeting with a local authority advisor. She viewed a range of documentation, including children's records and checked evidence of the suitability of staff working on the premises.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Managers closely monitor children's progress. They swiftly identify children that may need extra support and work with staff to focus on these areas. This helps them to provide timely interventions. Safeguarding is effective. A high percentage of staff hold a paediatric first-aid qualification. Staff are deployed well across the setting and supervise children well. Risk assessments are completed and children are involved in the process. This helps children to understand how to keep themselves safe. Staff recognise the potential indicators of abuse and are confident in reporting procedures. Managers have high expectations and develop action plans to help them to drive forward the quality. For example, they have recently worked hard to develop relationships with the local primary schools. This helps them to prepare children for their transition to school. Recruitment and vetting procedures are robust. Staff benefit from a comprehensive induction. Overall, this helps them to become familiar with their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff encourage younger children in looking at their reflections in safety mirrors. Children are curious as they explore their images and look behind the mirror to try to make sense of what they see. Staff model the names of children's facial features. This helps them to develop self-awareness and also helps them to extend their vocabulary. Staff working with two-year-old children offer them paper, water and paints. Children excitedly take off their shoes and socks and are eager to step in paint and create footprints. They practise their balance and coordination as they watch the effects they make with their feet. Three-year-old children enjoy working together as a team. They create a large circle with a variety of different objects. Staff support them to make predictions about how many they have and may need to complete the task. This helps to extend children's mathematical learning.

Personal development, behaviour and welfare are outstanding

Exceptional thought and consideration has been given to creating the highly stimulating environment. Outside has many exciting areas where children explore under close supervision. For example, children have helped to make a pond and rest in a swinging hammock. Children's behaviour is superb. Staff coach children to manage their feelings and they show an excellent levels of empathy for each other from a young age. Children's physical well-being is expertly supported. Children benefit from a healthy diet and two-year-old children show a deep understanding of the reasons for handwashing.

Outcomes for children are good

Children who speak English as an additional language develop good speaking skills and children also grasp a good understanding of Spanish. Three-year-old children engage in imaginary play. They confidently introduce their ideas and act out roles from their experiences. Children engage well in play for extended periods of time in relation to their age and show good levels of concentration and motivation.

Setting details

Unique reference number	EY500710
Local authority	Manchester
Inspection number	1055017
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	123
Number of children on roll	144
Name of registered person	MPECC Limited
Registered person unique reference number	RP910104
Date of previous inspection	Not applicable
Telephone number	01612268080

Alexandra Park Childrens Learning Community re-registered in 2016. The setting operates Monday to Friday, 7.30am until 6pm, all year round, with the exception of bank holidays. There are 27 members of childcare staff employed at the setting. Of these, one member of staff is a qualified early years teacher, nine members of staff hold qualified teacher status, six members of staff hold an appropriate qualification at level 6, four at level 3 and four are currently studying for an apprenticeship. The setting is an English/Spanish bilingual community and they follow the Reggio Emilia approach. The setting provides funded early years education for two-, three- and four-year-old children.

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

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Happy Kids Delamere Park

Delamere Street, Manchester M11 1JY

Inspection date	16 October 2018
Previous inspection date	7 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Ambitious leaders are passionate about providing the very best early year's provision for all children and families. Effective systems are in place to inform continuous improvement. This has helped them to achieve the good quality.
- Well-qualified staff use their skills and knowledge generally well to plan experiences that capture children's enthusiasm for learning. Children, including those in receipt of additional funding make at least typical progress from their skills on entry.
- Children's physical health is promoted well. Children frequently visit the park and impressive outdoor area. Children benefit from extra-curricular sports sessions and use their physical skills to expertly manoeuvre across large apparatus outdoors. This includes, a challenging climbing wall, strategically placed tyres and a wooden boat.
- Partnership with parents is excellent. Staff update parents with all aspects of children's care and learning. For example, staff share interesting literature and advice about child development. They provide intriguing activity ideas for parents to continue to support children's learning at home.
- Staff work closely with external agencies. Together they provide excellent support for children who have special educational needs/and or disabilities. The nursery has a good reputation for providing a warm and welcoming environment and all children are secure and settle well.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children's learning and promote their individual next steps, to help them to make excellent rather than typical progress.
- Staff do not always plan meticulously from the very beginning, to help children to make the very best possible progress.

What the setting needs to do to improve further

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

- focus teaching more precisely to support individual children's next steps in learning to help them to make the best progress possible
- strengthen planning arrangements and support all children's learning more fully from the outset.

Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider and nursery manager and carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed self-evaluation and action plans and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff demonstrate a strong understanding of child protection policies. All staff receive safeguarding training. They are extremely confident about possible child protection issues and the process to follow to report any concerns. Detailed policies and procedures are used well. This helps to keep children safe and well-protected. Leaders provide ongoing support and regular mentoring for staff. The staff team are keen to learn. They continue to improve their generally, good knowledge and skills with additional training or improving their childcare qualification. Children typically enter the nursery with development levels that are lower than expected. However, secure monitoring processes and overall, effective planning is helping gaps to close.

Quality of teaching, learning and assessment is good

Children develop mathematical awareness. For example, staff encourage children to use mathematical language as they fill containers and count boats during sand and water play. Staff encourage colour recognition during routine activities. For example, staff ask children to find the day of the week sign and hint that it is orange. Children confidently identify the correct sign. Children develop early writing skills. They make patterns using marker pens and use chalks and crayons to form recognisable letters at a large easel outdoors. Older girls have a strong self-awareness. They look into mirrors and create pictures of their faces. This helps to teach them how they are the same or different to their peers. Staff use strategies learnt following recent training to support children's communication skills. Staff model the correct use of language and engage children in animated discussions. This helps all children, including those who speak English as an additional language to develop good speaking skills.

Personal development, behaviour and welfare are good

Staff are friendly and extremely responsive towards children. Children's efforts are praised and behaviour is excellent. All children are aware of behavioural expectations and what will happen next. For example, staff use visual aids and a tambourine to inform them of any changes in routine. Older children play cooperatively with staff and each other. For example, they engage in an active football game outdoors. Younger children develop good relationships. For example, they explore the mud kitchen alongside other children. Even two-year-old children demonstrate good self-care skills and independence. For example, they peel oranges and capably use cutlery at mealtimes.

Outcomes for children are good

During a small group session children show an interest in a book of the month. They delight in reciting familiar phrases. They know when to sit and listen and when to join in, skilfully changing their tone to fit with the style of the book. Older children talk animatedly to staff and each other and are secure in the knowledge that their views will be listened to. All children have ample opportunities to develop independence and demonstrate very positive attitudes. This helps to prepare them well for the next stages in learning and school.

Setting details

Unique reference number	EY470174
Local authority	Manchester
Inspection number	10079468
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	15
Name of registered person	Happy Kids Childcare Limited
Registered person unique reference number	RP906420
Date of previous inspection	7 November 2017
Telephone number	0161 3719309

Happy Kids Delamere Park registered in 2013. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery employs four members of childcare staff. Of these, one holds a recognised early years qualification level 6, two staff hold recognised qualifications at level 3 and one member of staff holds a recognised qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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Happy Kids Heybury Close

Heybury Close Childrens Centre, Heybury Close, Manchester, M11 3TY



Inspection date	4 July 2018
Previous inspection date	14 August 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly experienced and inspirational manager leads her well-qualified staff team with superb efficiency and admirable enthusiasm. Staff have worked extremely hard to address the recommendation raised at the last inspection and have enhanced many other aspects of their practice.
- Staff carefully observe children's play and learning and accurately assess what children know and can do. They plan an excellent range of exciting and challenging activities, which sharply focuses on children's interests and the next steps in their learning. Children are motivated learners and make rapid progress.
- Children thoroughly enjoy their time at this outstanding nursery. The rich, stimulating and imaginative environment, indoors and outdoors, provides a wealth of opportunities for children to explore and investigate. Children are highly engaged in activities.
- Babies and children benefit from a calm, nurturing, relaxed atmosphere and the sensitive interaction of caring, attentive key persons. They demonstrate high levels of emotional security within the nursery. Care practices are outstanding and contribute to children's excellent health and well-being.
- Partnerships with parents, other early years providers and external professionals are outstanding. Highly effective systems are in place to exchange information about children's learning, helping to promote excellent consistency and continuity for children.

What the setting needs to do to improve further

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

- continue to implement the highly effective arrangements for self-evaluation to help to drive and sustain the outstanding quality of the nursery.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as safeguarding policies and procedures and evidence of the qualifications and the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection and of written feedback obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge and understanding of child protection and the referral procedures to follow should they have concerns about the health or welfare of a child. Exceptionally precise tracking of children's progress helps quickly identify any gaps in their learning and external intervention is sought, if needed. The achievement gap is narrowing rapidly. The manager observes staff's practice and carries out supervision meetings to manage their performance. She makes excellent use of staff who are qualified to degree level to model outstanding practice, which helps to raise the quality of teaching throughout the nursery. The training that staff attend is implemented in practice. It is carefully targeted to meet their individual needs and ensure it has a positive impact on the learning outcomes for children. The manager recognises that self-evaluation is crucial to consistently drive and sustain the high quality practice.

Quality of teaching, learning and assessment is outstanding

Babies and children thrive in this outstanding nursery. Staff are exceptionally positive role models. They have high expectations of all children in their care and constantly challenge and extend children's learning. Babies have a wonderful time when they engage in a body painting activity, using different coloured yogurt. They squeal and laugh with excitement as they explore its texture, smell and taste, with their hands, fingers, feet and mouth. This helps children to learn using their senses and promotes their natural curiosity. Toddlers and pre-school children relish the time they spend outdoors. They enthusiastically search under stones and logs for worms and insects and look at them carefully using magnifying glasses. Children are thoroughly engrossed in their play and learning as they re-enact one of their favourite stories. This helps children to make links in their learning and develop excellent early literacy skills in readiness for school. Staff make maximum use of visual props, signs and symbols to support children who have special educational needs and/or disabilities and children who speak English as an additional language. This has an extremely positive impact on the development of their communication and language skills.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled in the nursery. Staff create a culture of mutual respect and kindness within the nursery. They provide children with clear and consistent boundaries and play alongside them to teach them right from wrong. Children behave extremely well. Toddlers and pre-school children demonstrate high levels of independence as they manage their own personal care needs in readiness for school. They help to set tables, access drinking water, serve themselves at lunchtime and use knives and forks with great competence.

Outcomes for children are outstanding

All children consistently make high rates of progress, including children whose capabilities are below expected levels of development when they first start. Several children achieve beyond expected levels of development for their age. Children increasingly show high levels of self-control during activities and confidence in social situations. They develop an excellent range of skills, abilities and attitudes in readiness for school.

Setting details

Unique reference number	EY472757
Local authority	Manchester
Inspection number	1105668
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	63
Number of children on roll	70
Name of registered person	Happy Kids Childcare Limited
Registered person unique reference number	RP906420
Date of previous inspection	14 August 2014
Telephone number	0161 2231595

Happy Kids Heybury Close registered in 2014. The nursery employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and six hold qualifications at level 3. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, with the exception of one week during the Christmas period. It provides funded early education for two-, three- and four-year-old children.

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

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St Catherine's Wrap Around Care

St. Catherines Community Centre, School Lane, Manchester M20 6HS

Inspection date	23 November 2018
Previous inspection date	19 January 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is outstanding

- Children thrive in this exciting and vibrant provision. They engage in a wide variety of enjoyable activities that captures their interests, gives them opportunity to relax and allows for friendships to grow. Children are nurtured and their individuality flourishes.
- Staff are exceptional role models. They listen to, respond and interact with children effortlessly, showing great respect and consideration at all times. They understand the importance of play and learning in children's lives and what impressions top-rate opportunities and environments have on children as they grow.
- The provider leads her staff team with consideration, compassion and respect. She has a clear vision for excellence, which is shared throughout the staff team. Regular team meetings and staff appraisals enable them to work together to achieve high-quality outcomes for children and themselves. Alongside robust self-evaluation, the provider can identify ways to improve the already outstanding provision further.
- Parental partnerships are superb. Effective and informative communication keeps parents fully involved in their child's day. They speak highly of the provision and staff team, praising their strong relationships with children and each other, the range of activities offered and the understanding of families' changing needs. Parents are informed about children's achievements and important news from the setting through a variety of communication methods.
- The provider and her staff team work in excellent partnership with their link school. Exceptional and highly secure systems are in place to ensure continuity of care and children's needs are met to the highest standard. The fantastic relationship strengthens the care offered to children and the support given to families.

What the setting needs to do to improve further

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

- continue to focus training and research to maintain the excellent level of staff knowledge and understanding.

Inspection activities

- The inspector viewed activities indoors and outdoors, and assessed the impact they have on children's learning.
- The inspector viewed the areas used for care and spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector viewed a range of documentation used by the provider, including policies and procedures, and children's records. She also checked the evidence of suitability for all members of staff.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is outstanding

The highly motivated provider leads her staff team with enthusiasm and compassion. She has a great understanding of teamwork and leads by example. The provider has worked exceptionally hard at building an effective and highly focused team. They share a vision of offering a first-rate service to children and families, giving them exciting and engaging activities to participate in that complement their day and give them the chance to play and relax with their peers. The arrangements for safeguarding are effective. The provider has a comprehensive understanding of how to keep children safe, when to share concerns and how to protect children from harm while in her care. This knowledge is shared by the whole staff team. Children are further protected by the stringent security measures on site. Children and adults are monitored on arrival and departure to ensure they are safe and known to the provider and staff. Self-evaluation is key to the high quality of the provision. Ongoing reviews take place and meaningful actions are set for improvements. For example, the provider is sourcing training to maintain staff's excellent knowledge and to help enhance activities even further for children.

Quality of teaching, learning and assessment is outstanding

The staff team arranges the environment to engage children from the moment they arrive. There is a wealth of resources available for them to choose from which offers opportunities to have some quiet reflective time with friends to more-vigorous physical play outdoors. Children joyfully participate in their activities while under the careful supervision of staff. They show delight and a secure sense of belonging, they are confident and self-assured in their play. Staff interact when they are invited to and skilfully work with children to meet their individual needs. Board games give children opportunity to solve problems and discuss strategies. When planning how to take bricks away from a game without the resting penguin falling, they do so with logic before using small tools to execute their plan. Young children thoroughly enjoy imaginative play, they invite a staff member into their hairdresser's shop and use a variety of resources to create a pamper session. Other children serve cake and tea in their café, write orders and charge for items consumed. This helps them to firm up the skills they have been learning at school in early mathematics, reading and writing.

Personal development, behaviour and welfare are outstanding

Staff are excellently deployed in the outdoor area and children have free access to this area for the duration of their stay at the provision. Climbing frames, multi-utility games area and playgrounds are available for exploring and creating games, and children also have an area to sit and talk in if they wish. Staff support children's desire to extend their games by adding resources. Children use skipping ropes as snakes and use the climbing frame as a jungle retreat. Staff support children's understanding about safety and talk about the appropriateness of using items and how to maintain their safety and that of their friends. Staff have the utmost respect for children. Children are consistently praised, asked for help and given a voice. This means children's self-esteem is extremely high. Children are given responsibility for their environment and their peers. Behaviour is exemplary and young children are equally considerate and thoughtful.

Setting details

Unique reference number	EY358448
Local authority	Manchester
Inspection number	10071036
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	115
Number of children on roll	154
Name of registered person	Clarke, Joanne
Registered person unique reference number	RP515025
Date of previous inspection	19 January 2015
Telephone number	07919915313

St Catherine's Wrap Around Care registered in 2007 and is in the Didsbury area of Manchester. The setting is open Monday to Friday, from 7.30am to 9am and 3pm to 6pm, during term time. The setting only provides care for children who attend St Catherine's Roman Catholic Primary School. There are a total of 10 members of staff, seven of whom hold appropriate qualifications.

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Title	Ofsted Subgroup
Membership 2018/2019	Councillors Alijah, Hewitson, T Judge, Lovecy (Chair) and Stone and Mrs B Kellner and Mr R Lammas (Co-opted)
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services Councillor Rahman – Executive Member for Schools, Culture and Leisure
Strategic Directors	Paul Marshall - Strategic Director of Children's Services Amanda Corcoran – Director of Education
Lead Officers	Simon Taylor - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon - Scrutiny Support
Rationale	<p>This Subgroup has been established to:</p> <ul style="list-style-type: none"> • consider inspection reports and performance information for Manchester Schools; • consider inspection reports and performance information for Manchester Children's Centres • consider inspection reports and performance information for Daycare providers in Manchester • consider inspection reports and performance information for Manchester City Council-owned children's homes • consider Ofsted inspections and guidance into how local authorities secure school improvement • liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance • consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers • make any necessary recommendations to the Children and Young People Scrutiny Committee
Operation	This Subgroup will meet periodically and report its findings to the Children and Young People Scrutiny Committee by submitting minutes to the Committee.
Access to Information	<p>Meetings of this Subgroup will be open to members of the press and public except where information which is confidential or exempt from publication is being considered.</p> <p>Papers for the Subgroup will be made available to members of the press and public on the Council's website and in the Rates Hall of the Town Hall Extension except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	Tuesday 29 January 2019 at 10 am Tuesday 12 March 2019 at 10 am

**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – January 2019**

Tuesday 29 January 2019 at 10 am (Report deadline Friday 18 January 2019)				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. To consider inspection reports for a selection of the schools.	Simon Taylor Rachel McKeon	Councillor Rahman	
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Simon Taylor Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

Tuesday 12 March 2019 at 10 am (Report deadline Friday 1 March 2019)				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. To consider inspection reports for a selection of the schools.	Simon Taylor Rachel McKeon	Councillor Rahman	
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Simon Taylor Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	