



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 16 October 2019

Time: 2.00 pm

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 – Lovecy (Chair), Hewitson, Kilpatrick, McHale, Madeleine Monaghan, Reeves, Reid and Stone

Co-opted Members – Mrs J Miles and Dr W Omara

Agenda

1. **Minutes** 3 - 8
To approve as a correct record the minutes of the meeting held on 12 March 2019.

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. **Ashgate Specialist Support Primary School** 9 - 18
 - 2b. **Manchester Communication Academy** 19 - 30
 - 2c. **Moston Fields Primary School** 31 - 42

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

 - 3a. **Kids Start** 43 - 48
 - 3b. **Lighthouse Centre** 49 - 54
 - 3c. **Tiddlywinks Ancoats** 55 - 60

4. **Terms of Reference and Work Programme** 61 - 64
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
Tel: 0161 234 4497
Email: rachel.mckeon@manchester.gov.uk

This agenda was issued on **Tuesday, 8 October 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA.

Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 12 March 2019

Present:

Councillor Lovecy – in the Chair

Councillor Stone

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

Mr R Lammas, Co-opted Member, Primary sector teacher representative

Councillor Bridges, Executive Member for Children’s Services

CYP/OSG/19/05 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 29 January 2019.

CYP/OSG/19/06 Ofsted Inspections of Manchester Schools

The Senior School Quality Assurance Officer introduced the report that had been submitted for information that provided an overview of the Ofsted inspections of schools undertaken in the period September 2018 to 4 March 2019, noting that 14 had taken place in Primary Schools and 4 in High Schools.

Members welcomed the data provided that demonstrated that: -

- 83.9% of pupils in Manchester attended a primary or secondary school that was judged to be good or better by Ofsted. (Nationally this was 83.2%, and in the north-west 81.3%);
- 90.9% of pupils in Manchester attended a primary school that was judged to be good or better by Ofsted. (Nationally this was 86.4%, and in the north-west 88.8%);
- 71% of pupils in Manchester attended a secondary school that was judged to be good or better by Ofsted. (Nationally this was 78.5%, and in the NW 69.6%);
- 87.5% of schools in Manchester were judged to be good or better. (Nationally this was 84.9% and in the north-west 85.7%);
- 91.7% of primary schools in Manchester were judged to be good or better. (Nationally this was 86.8% and in the north-west 89.2%); and
- 66.7% of schools in Manchester were judged to be good or better. (Nationally this was 75.3% and in the north-west 66.5%).

The Subgroup then considered the recent Ofsted special measures monitoring inspection letter for Grange School that confirmed that effective action was being taken towards the removal of special measures. The Senior School Quality Assurance Officer stated that inspectors had acknowledged the improvements that had been achieved with the support of other schools, the support and development of the teaching staff and the introduction of effective systems to record outcomes.

Officers stated that the Improvement Executive Board had been vital in driving the improvements at the site and in the time when the head teacher was absent support had been provided to the school with the consent and support of the Chair of Governors.

The Subgroup considered the recent Ofsted inspection report for Loreto High School, which had been judged as “good”. The Senior School Quality Assurance Officer stated that the school had been on a very positive journey, with a strong emphasis on teaching and learning led by the substantive leadership team with the support of the Local Authority. A Member noted that the important role of Governors and improvements in SEND provision had been recognised within the report and recommended that a letter to congratulate the schools should be sent.

The Subgroup considered the recent Ofsted special measures monitoring inspection letter for Newall Green High School that confirmed that effective action was being taken towards the removal of special measures. The Senior School Quality Assurance Officer stated that the agreed action plan to address the issues previously identified had been endorsed and the Academy Trust would be responsible for progressing this work. He reassured the group that the Leadership Team and the Trust were committed to delivering the required improvements. In response to a question from a Member, he clarified that the difference between a School Improvement Board (SIB) and an Improvement Executive Board (IEB) was that the local authority was not represented on an SIB.

The Senior School Quality Assurance Officer clarified that disadvantaged children’s outcomes were compared to national outcomes for all children, not just those classified as disadvantaged.

The Subgroup considered the recent Ofsted inspection report for Old Hall Drive Academy, which had been judged as “good”. The Senior School Quality Assurance Officer stated that the rating had been achieved via a strong leadership team, supported by a strong and effective governing body. Members noted that the report had highlighted the positive progress made to date and the ambitions for their disadvantaged pupils, and the positive work undertaken around safeguarding was also acknowledged. A member noted that the stability of the leadership team had contributed significantly to the success of the school and recommended that a letter be sent to the school to congratulate them on their ‘good’ rating.

The Subgroup considered the recent Ofsted special measures monitoring inspection letter for St Matthews RC High School that confirmed that effective action was being taken towards the removal of special measures. The Senior School Quality Assurance Officer reported that the introduction of a new head teacher at the school had influenced a significant positive change in culture at the school. He informed

Members that a clear management structure had been established, improved identification and support for pupils with Special Educational Needs and Disability (SEND) was now in place and there was evidence of staff development. Officers stated that it was anticipated that the improvements at the school would be realised in the exam results expected this summer.

Officers reported that the improved behaviour of children had been observed and noted by inspectors and that pupils requiring alternative provision would now receive this on site. Officers further reported that strong links had been established with the local primary schools to support the transition of pupils from primary to secondary school, both in terms of pastoral care and education. A member of the group reported that he had experienced difficulties due to General Data Protection Regulation (GDPR) requirements when attempting to facilitate pupil transitions. Officers acknowledged this comment and stated that work was being done to support this activity.

A Member commented that the local Moston Ward Councillors were aware of the letter and were satisfied with the reported improvements at the school.

Decision

To write to Old Hall Drive Academy and Loreto High School to congratulate them on their recent Ofsted report.

CYP/OSG/19/07 Schools judged as 'Requires Improvement'

The Subgroup considered information that had been provided on those schools that were judged as 'requires improvement'. Officers referred to each school identified as expecting a re-inspection imminently and described the steps taken at each site to address the issues identified during the previous inspection.

Officers stated that they anticipated that the Barlow RC High School and Specialist Science College would achieve a positive outcome from any future inspection; Chapel Street Primary School had undergone a rapid improvement journey, noting that the school population had dramatically increased in size in recent years; Manchester Academy was part of a larger Trust and was being supported by a school located in Stockport; and Manchester Communication Academy had a good relationship with the Local Authority, progress was being delivered at the school, especially in relation to disadvantaged pupils and officers were confident that the improvements would be recognised in any future inspection. In addition, Officers reported that the Manchester Communication Academy had developed very good relationships and engagement with the local community and neighbouring schools.

In response to a question from the Chair, Officers stated that if a school were to receive a fourth 'requires improvement' rating following an inspection, this would be very unusual and would result in national scrutiny.

Decision

To note the report.

CYP/OSG/19/08 Ofsted Inspections of Daycare Providers

The Senior Quality Assurance Officer (Early Years) introduced the report that had been submitted for information that provided an overview of the inspections of early years' provision.

Members welcomed the data provided that demonstrated that: -

- 98% of group childcare that had been inspected was 'good' or 'outstanding';
- 85% of childminders that had been inspected were 'good' or 'outstanding';
- Compared to August 2018 the number of outstanding Early Years Registered provision had increased by 3%; and
- Compared to August 2018 the percentage of 'good or above' Ofsted grades had increased by 3%.

The Subgroup considered the recent Ofsted inspection report for The Chatterbox Project, which had been judged as "requires improvement". The Senior Quality Assurance Officer (Early Years) advised that this was a community group offer and the provision was working closely with the Quality Assurance Team to address the issues identified and they were confident that a 'good' rating would be achieved. Members noted that the report highlighted that the children attending this provision were happy.

The Subgroup considered the recent Ofsted inspection report for Trinity House Community Resource Centre, which had been judged as "good". The Senior Quality Assurance Officer (Early Years) stated that this was a community group provision and was a very positive report and that the site had the potential to be rated as 'outstanding'.

The Subgroup considered the recent Ofsted inspection report for Rupert's Day Nursery, which had been judged as 'outstanding'. The Senior Quality Assurance Officer (Early Years) stated that this was the provider's first inspection and was a very strong and positive report. Members welcomed the report and recommended that a letter be sent to congratulate them on their 'outstanding' rating.

Members commented that 98% of group childcare that has been inspected was rated as 'good' or 'outstanding' and this was to be welcomed, noting the important work and support that the Quality Assurance Team offered to providers across the city.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) reported that systems were now in place to support early years providers. This included monitoring and early intervention, prioritising support and forums for

providers to network and share good practice. In addition, early engagement with prospective providers was undertaken to provide advice and manage their expectations. Members welcomed this and supported this approach.

The Executive Member for Children's Services stated that early years providers operated in a very challenging financial climate and that they played a very important role in ensuring children were school ready.

Decision

To write to Trinity House Community Resource Centre and Rupert's Day Nursery to congratulate them on their recent Ofsted report.

CYP/OSG/19/09 Terms of Reference and Work Programme

The Subgroup reviewed the terms of reference for the Subgroup and the work programme. The Chair noted that the Subgroup would be reconstituted in the new municipal year and this would provide an opportunity to review the membership.

The Chair stated that a report on Ofsted inspections of childminders would be included for consideration at an appropriate time in the new municipal year.

Decisions

1. To note that the group would be reconstituted and membership agreed in the new municipal year.
2. To recommend that a report on Ofsted inspections of childminders be submitted for consideration at an appropriate time.

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Ashgate Specialist Support Primary School

Crossacres Road, Wythenshawe, Manchester M22 5DR

Inspection dates

2–3 April 2019

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

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders have created a school where the individual pupil is at the heart of everything. Staff know and understand the needs of every pupil. They work closely with parents and carers to plan targets that support the holistic development of pupils. Consequently, pupils are thriving and make exceptional progress.
- The school mission statement: 'we learn, we overcome challenges, we support each other and achieve our potential', is what this school does extremely well.
- Staff are skilled in planning activities that meet pupils' individual learning and personal needs. Classroom environments reflect the special educational needs and/or disabilities (SEND) of each group. This personalisation is the key that supports every pupil to thrive.
- Equality of opportunity is central. Leaders want all pupils to benefit from a wide range of subjects, topics and learning experiences both in and out of the classroom.
- Communication and life skills are also pivotal. Pupils in this school have a voice. Staff unlock barriers to learning and find a method for pupils to communicate their needs. Pupils learn to make choices and understand that they have rights and responsibilities.
- Governors know the school well. They speak with confidence and clarity about the school's strengths and their ambitions for the future.
- Children in the early years provision make outstanding progress from very low starting points. Leaders have created a warm, welcoming, happy and secure environment where pupils learn and develop through play.
- Staff see behaviour as a means of communication. They are skilled at identifying what a pupil may be communicating through their behaviour. A range of interventions are successful in meeting the individual needs of pupils so that barriers to learning are removed.
- Parents and carers are overwhelmingly happy with and supportive of the school. There were many positive comments and one summarised the views of many others in saying: 'There is a real open-door policy for home-to-school communication. From the headteacher to the teaching assistants, everyone has a real understanding of the individual child. My child is happy to go to school every day and I could not feel more confident that he is receiving the very best support and education. We are proud to be part of the Ashgate family.'
- The school offers a valued outreach service which has the capacity to expand.

Full report

What does the school need to do to improve further?

- Widen the collaborative outreach work so that outstanding practice can be shared with other schools.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- This is an aspirational school where the whole community strives for excellence and success. Leaders have an accurate and detailed knowledge of the school. They know what they want to achieve and are ambitious for continuous improvement. This culture permeates the whole staff team. Staff are proud to work at Ashgate School and appreciate the range of opportunities to develop their skills further.
- The curriculum has been designed thoughtfully. Leaders have a clear rationale: all pupils should benefit from a wide-ranging curriculum that also meets their individual needs. Equality of opportunity is the foundation stone. Leaders work hard to ensure that the pupils are able to benefit from the same opportunities as those in mainstream schools. For example, during the inspection, pupils enjoyed a visit to a local art exhibition. They worked with other mainstream schools to explore and enjoy books for national story-telling week. This is a crucial part of preparing pupils for life in modern Britain.
- Leaders have developed a curriculum which supports pupils' spiritual, moral, social and cultural development very well. Pupils learn about themselves, each other and the wider world. They learn about rights and responsibilities both through teaching and through enrichment activities. For instance, pupils help to raise money for charities including Red Nose Day as well as being involved in local community litter picking. The school has worked with local businesses and visitor attractions to support them to be fully inclusive and accessible for pupils with SEND. This work has recently been recognised when the school was awarded the UNICEF Rights Respecting School silver award.
- Communication and life skills are a vital part of the curriculum. The school uses a number of communication systems so that all pupils are supported to find their voice. Pupils were observed actively using their personalised systems. For example, pupils asked for specific food and drink during snack time through picture, symbol, verbal and technology aids. Staff promote independence and life skills. Pupils take responsibility for setting tables and clearing away plates. Staff also promote independence by offering pupils a choice of activity. Pupils decide what activity they want to do next and use their communication system to state their choice.
- The physical education (PE) and sport funding for primary schools is used very well. The school and community facilities are used to ensure that all pupils have access to swimming lessons. Pupils have gained in water confidence and some have achieved their 25-metre certificate. Some pupils also attended the city-wide swimming gala. Funding also supports pupils to experience pony riding, outdoor residential activities and cycling.
- The outreach team offers local mainstream schools support and advice. They support their mainstream colleagues in meeting the needs of pupils with SEND so that they make expected progress. Leaders also offer opportunities for district colleagues to attend training workshops within Ashgate School. Workshops have included working with autism spectrum disorder, nurture environments and communication methods. Feedback from mainstream colleagues was extremely positive because staff could see

how to transfer good practice back into their own schools. Leaders have plans to widen this collaborative work to reach additional schools and share their outstanding practice.

Governance of the school

- Governors work very effectively with senior leaders to provide clear strategic direction. They uphold the school’s values and ethos to ensure that the school keeps the individual child at the heart of all it does.
- Governors have clear roles and responsibilities across all areas of the school. Through regular visits and catch-up meetings with leaders, they know the school extremely well. They hold leaders to account and complete their strategic roles very effectively. They know the school’s strengths and are ambitious for the school to continue to improve.

Safeguarding

- The arrangements for safeguarding are effective. There is a very strong culture of safeguarding in the school. Regular safeguarding meetings with the safeguarding governor, early help lead and the school nurse ensure that all vulnerable pupils are very well supported. Referrals to the local authority and other agencies are undertaken quickly and the designated safeguarding lead is persistent in obtaining the appropriate external agency support.
- Parents appreciate the early help and support they receive. They talk positively about the impact of early help and the difference it makes at home. Relationships with families are valued and the multi-agency approach works well to support pupils and the wider family.
- The high staff-to-pupil ratio helps to keep pupils safe at all times. Staff are highly vigilant and know the individual needs of every pupil. As a result, they are able to respond quickly to any changes in behaviour that may indicate a cause for concern.

Quality of teaching, learning and assessment

Outstanding

- Each classroom has its own unique identity. Teachers plan the environment and the resources to match the individual needs of the pupils. For pupils who need a lot of sensory stimulation, the room contains an abundance of resources to stimulate the senses. For example, feathers and bells hanging on a frame encourage pupils to reach out to experience the textures and sounds. In other classrooms, teachers have minimised the resources so pupils are not overwhelmed by colour, sounds or objects. This personalisation allows every pupil to settle in their environment, reduces their anxiety and increases their readiness to learn.
- Each teacher is highly skilled in planning activities that allow pupils to excel. The holistic approach ensures that the personal, physical, social, emotional and academic progress of pupils are all of equal importance. For example, in one class pupils were reading and performing characters from a book. Some pupils were pre-readers and enjoying acting out the part. Other pupils were reading along, delighted in prompting the ‘what next,’ while the more-able pupils were reading silently. In another class during snack time, the focus was on encouraging pupils to try different flavours and types of food. The staff member used a range of tactics including humour and

modelling to slowly encourage pupils to experience and enjoy new flavours.

- Teachers use the education, health and care plans (EHC plans) to set targets for pupils. Long-term targets are broken down into small achievable goals. The small steps of progress are regularly recorded by staff. Leaders monitor the progress of pupils to make sure that targets are precise, meaningful and challenging. This meticulous process is working very well. The school's own records demonstrate that pupils are making excellent progress from their starting points.
- Teachers and teaching assistants plan effectively together. The range of activities within each class keeps pupils engaged and motivated in their learning. Staff are highly skilled and know how to break learning down into small, achievable steps. Pupils enjoy a range of creative and exciting activities. For example, pupils enjoyed an Easter egg hunt in the school gardens followed by a picnic, where they sat together to eat and share their eggs.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The wide-ranging enrichment opportunities develop pupils' social skills and confidence. Visits to cafés, museums, tourist attractions and parks enable pupils to become familiar and comfortable in public places. Parents were particularly positive about the impact this has on their family life. Parents explained how they are able to enjoy family meals in restaurants and family holidays without the anxiety of previous years.
- The outside spaces support and meet pupils' sensory needs well. The play areas and equipment allow pupils to cycle, run, jump, throw bean bags or just be in a quiet place. Staff take part in games and play football, catch and other activities so that pupils are able to return to class ready to learn.
- Pupils receive excellent support from a range of external professionals. On-site physiotherapists and speech and language therapists work collaboratively to support pupils' physical and communication needs highly effectively. An art therapist works with individuals or small groups of pupils. For example, Year 6 pupils are supported through working together to explore what it will be like to move to their new high schools. They are able to share worries and help each other to be prepared for their next step in education.
- Staff encourage and model safe behaviour. For example, pupils know to shake hands with school visitors as they are not a familiar face. Pupils said that they feel safe in school because staff care for them and help with worries or problems. Pupils also spoke about using computers safely. They know they should tell a trusted adult if anything made them feel uncomfortable. Pupils told inspectors about road safety and using the pelican crossing system correctly.

The school's open culture is appreciated by parents, pupils, staff and external agencies. They all spoke of being able to talk openly and being listened to. Leaders are quick to respond to requests or concerns. This culture has resulted in a supportive school where the whole community works together to overcome challenges so that every pupil is

able to achieve their potential.

Behaviour

- The behaviour of pupils is outstanding.
- Staff are highly skilled in identifying what pupils are communicating through their behaviour. Some pupils do not have the language or understanding to express their feelings. However, staff have the patience and skill to work out what each child needs.
- A range of targeted interventions within school meet pupils' sensory and behaviour needs very well. Rebound therapy is used for pupils who need to jump or bounce before being able to settle to learning. The school also has provision for pupils who benefit from additional support through nurture activities. For all pupils, the personalised intervention has had a very positive impact on behaviour.
- Pupils and parents report that there is no bullying in school. The school's work on respect and human rights supports pupils to understand and accept each other's differences. Staff encourage and model politeness at all times. Pupils are supported to use good manners. The focus on respect, manners and acceptance has created a school where pupils get on well together and enjoy each other's company.
- Pupils' attendance is above the average for similar schools nationally. Leaders work closely with families to identify and overcome any barriers to attendance. Staff provide a range of appropriate support for any pupils whose medical or complex needs may be adversely affecting their attendance.

Outcomes for pupils

Outstanding

- The school's own detailed assessment system and pupils' learning records show that, throughout their time in school, pupils make outstanding progress, often from very low starting points. The holistic approach, with its emphasis on personal as well as academic progress, ensures that pupils' progress is captured in the round.
- Disadvantaged pupils achieve as well as, and in some cases better than, other pupils. This is because leaders have been clear in identifying barriers to learning. Additional funding has been used creatively to support pupils' individual needs, including speech and language support, reading and therapeutic interventions.
- Some children in the early years make exceptional progress over a very short space of time. Staff take time to work with parents to really get to know each child before they start school. This ensures a smooth start and children settle quickly into their new school.

Leaders work with parents from Year 5 onwards to plan the move to high school. This allows plenty of time to prepare pupils for their next stage of education. A leavers assembly at the end of Year 6 celebrates each pupil's time at school. They all receive a 'my life at Ashgate' file with all their 'wow' moments, achievements and experiences recorded.

Early years provision

Outstanding

- The early years environment is well planned to include specific learning areas. A quiet room, messy room, social area and outdoor spaces allow children to move around and enjoy a variety of activities. This welcoming and stimulating environment helps children settle quickly into their daily routine.
- Staff assess all children within the first half term following their start in school. Children's progress is carefully tracked across the year. This information is used to plan the next steps in learning or personal development to meet the individual needs of each child. This personalised system is having a very positive impact on the progress of children in the early years.
- Learning is planned with an emphasis on developing children's communication and independent skills. Strong links with external agencies contribute to the planning for support that each child needs to enable them to achieve their potential.
- Transition from Reception to Year 1 is well thought through and planned. Children join other pupils in the dining room for lunch on a daily basis throughout the year. They also attend whole-school assemblies and Christmas plays. This collaboration ensures that children moving from Reception are already comfortable and confident in the main school building.
- Teachers plan exciting, creative and meaningful activities for the children, both inside and outside the classroom. Children enjoy time in the wildlife garden, pony rides and visits to local parks and supermarkets.
- Excellent relationships are the foundation of the success of the early years provision. Staff work closely with parents to establish and build a solid, positive relationship with each child. This secure attachment helps children to become confident, resilient and eager to learn.
- All welfare requirements are fully met within the early years provision.

School details

Unique reference number	127802
Local authority	Manchester
Inspection number	10057979

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

Type of school	Special
School category	Community special
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	The governing body
Chair	Margaret Blowey
Headteacher	Diane Wolstenholme
Telephone number	0161 3595322
Website	http://www.ashgateprimaryschool.co.uk/
Email address	admin@ashgate.manchester.sch.uk
Date of previous inspection	2 March 2018

Information about this school

- All pupils have an EHC plan.
- The proportion of disadvantaged pupils is above the national average.
- Most pupils are of White British heritage. A small proportion speak English as an additional language. There are more boys than girls on roll.
- The school does not make use of any alternative provision.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching and learning in the majority of classes. All observations on day one of the inspection were carried out jointly with senior leaders. Inspectors also carried out work and progress scrutinies with senior leaders.
- Inspectors talked with pupils informally throughout the inspection. They also met formally with one group of pupils. Discussions were held with staff, including senior and middle leaders. A meeting was held with six members of the governing body including the chair and vice-chair. A meeting was held with a representative from the local authority.
- Inspectors took account of the 18 responses to Ofsted’s online Parent View survey. Inspectors also spoke to parents formally and informally.
- Inspectors took account of the 21 responses to Ofsted’s online staff questionnaire and the one response to Ofsted’s online questionnaire for pupils.
- Inspectors scrutinised a range of documents. These included the school’s self-evaluation and development plan, information about pupils’ progress and outcomes, EHC plans, and a range of policies including those relating to safeguarding.

Inspection team

Julie Bather, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector

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Piccadilly Gate
 Store Street
 Manchester
 M1 2WD

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 E: enquiries@ofsted.gov.uk
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Manchester Communication Academy

Silchester Drive, Harpurhey, Manchester M40 8NT

Inspection dates

24–25 April 2019

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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- School leaders, including governors, bring to life their vision that social disadvantage should never be a barrier to learning.
- High-quality personal, social, health and economic (PSHE) education helps pupils to keep themselves safe and prepares them to be valued members of Britain's multicultural society.
- Improvements in the quality of teaching have ensured that pupils are making greater rates of progress. This is particularly true for disadvantaged pupils.
- Despite the improvements in the quality of teaching, pupils' progress in mathematics is not as strong as in other subjects. In addition, a small proportion of teachers do not have high enough expectations of students, particularly boys.
- Pupils with special educational needs and/or disabilities (SEND) have not made as much progress as other pupils in the past. There are signs of improvement, but it is too soon to see if these are sustained.
- The curriculum is broad and balanced. Leaders personalise the curriculum to meet the needs of individual pupils when necessary. The curriculum is supplemented with high-quality extra-curricular activities. These activities help pupils to broaden their experiences and knowledge base.
- Pupils are very proud of their school. They value their education and the support that they receive from teachers. They demonstrate this through positive attitudes to learning and good behaviour.
- Attendance has improved steadily over recent years. It is now broadly in line with national averages for all groups of pupils.
- The proportion of pupils who do not attend school regularly has reduced considerably over the last three years. However, the proportion of disadvantaged pupils and pupils with SEND who are regularly absent from school, remains higher than the national average for all pupils.
- The proportion of pupils who are excluded from school for a fixed period remains high. This is particularly true for disadvantaged pupils and pupils with SEND.
- There is a strong culture of safeguarding across the school. All staff work towards creating a safe and caring environment for all the pupils.

Full report

What does the school need to do to improve further?

- Ensure that improvements in teaching bring about greater gains in learning by:
 - effectively meeting the clearly identified needs of pupils with SEND
 - providing activities that challenge pupils to achieve at the highest possible standard, particularly in mathematics
 - making sure that all teachers have high expectations of pupils' work, especially that of boys.
- Ensure that pupils participate fully in their learning by:
 - reducing the proportion of pupils who are regularly absent from school, particularly disadvantaged pupils and pupils with SEND
 - helping pupils to self-regulate their behaviour so that fewer pupils are excluded from school for a fixed period, particularly disadvantaged pupils and pupils with SEND.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection there have been a number of changes to the leadership of the school. The headteacher has gathered together a dynamic senior leadership team who are keen to bring about improvement. Leaders at all levels support the headteacher's vision that social disadvantage should not be a hindrance to any child's education. Leaders and staff strive to mitigate the barriers that can cause some disadvantaged pupils to underachieve.
- Leaders have brought about considerable improvement since the last inspection. Improvements in the quality of teaching have ensured that pupils are making greater gains in their learning. In published examination results there has been a steady increase in the progress that pupils make, and for the last two years pupils have made progress that is above the national average across a range of subjects. This trend of improvement is continuing for current pupils.
- Leaders' effective and imaginative use of additional funding is helping disadvantaged pupils to make strong gains in their learning. In particular the development of the 'Family Zone' has helped to reduce significantly the impact of the barriers to learning experienced by pupils. Consequently, pupils are able to focus more effectively on their learning. Disadvantaged pupils' progress is now in line with the progress of other pupils in the school and above that of other pupils nationally.
- The leadership of teaching and learning is strong. Effective monitoring of teaching and learning ensures that leaders know the strengths and areas for improvement of their teachers well. Personalised professional development is used well to support staff at all stages of their careers. Where teaching is not as strong, leaders tailor support to help teachers to improve. As a result, teaching and learning have improved considerably over the last few years.
- Subject leaders value the training they receive. They feel that they are supported in their role. They know their departments well and are bringing about improvements in pupils' outcomes. Departmental time is used effectively to support teachers to improve their practice. As a result, in most subjects pupils are making stronger progress in their learning.
- Leaders have high expectations of staff. They are aware that bringing about improvement can place extra pressure on staff. They therefore consider workload when making decisions. Leaders use flexible working arrangements to help staff who are facing difficulties. Staff are very supportive of leaders and are proud to work at the school. They know that they are making a difference in the lives of their pupils.
- The curriculum is broad and balanced. Leaders at all levels work hard to ensure that the curriculum meets the needs of all learners. The formal curriculum is augmented by a range of extra-curricular activities, such as Sport Leaders and Duke of Edinburgh's awards, that provide pupils with valuable opportunities for enrichment. Leaders realise the importance of these opportunities and provide financial support to disadvantaged pupils who want to participate.
- Leaders use PSHE lessons and extra-curricular activities to develop pupils' spiritual, moral, social and cultural education. Pupils are also expected to attend various clubs in

their period five study support session. These clubs are used to provide pupils with opportunities to widen their experience and help them to consider new ideas and points of view. For example, in the debate club, pupils were considering the growth of the 'me too' culture and the effect that it has had on society.

Governance of the school

- Governors and trustees share the school's vision. The trust board meets regularly with the chair of the governing body and the headteacher so that information flows freely across the two bodies. Consequently, governors and trustees know the school well and understand where the strengths are and where it needs further improvement.
- Governors, under the agreement of the trustees, have responsibility for the day-to-day running of the school. The members of the governing body have a range of skills that enable them to discharge this effectively. Governors hold leaders to account and ensure that pupil premium funding is spent effectively.
- Governors work closely with school leaders to ensure that the processes in place to keep children safe are effective. Governors have all received appropriate, up-to-date training on safeguarding and the key issues that face their pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- All safeguarding processes and systems are fit for purpose. Leaders have created a culture of vigilance across the school. They have developed good relationships with outside agencies to ensure that pupils get the most appropriate help in a timely manner.
- Leaders know the local area well. They ensure that pupils understand how to keep themselves safe when they are not in school. They work with local primary schools to ensure that pupils have safe areas in which to play.
- All staff receive frequent training to ensure that they understand their responsibilities in keeping pupils safe. Staff know the signs of abuse and are diligent in ensuring that any concerns are swiftly reported.
- Pupils know how to keep themselves safe. They could talk knowledgeably about the dangers they face online and what they should do to keep themselves safe. They said that bullying happened sometimes but that teachers deal with it effectively. Pupils said that there was always somebody to talk to if they needed help.
- Leaders have worked closely with the alternative providers who are used to support pupils. Leaders monitor the progress of pupils who attend alternative provision and ensure that all policies and practices are in place to keep pupils safe.

Quality of teaching, learning and assessment

Good

- Since the last inspection the quality of teaching, learning and assessment has improved considerably. Pupils benefit from good teaching across a range of subjects, but particularly in English, where pupils are consistently making strong progress.

- Leaders work closely with a range of training providers to ensure that teachers have access to a wide variety of opportunities to improve their teaching practice. Teachers engage in collaborative planning and share good practice to help each other to improve. Where teachers are struggling, a planned programme of support is produced to meet the teacher’s individual needs. Teachers value this support and are engaged and enthused. As a result, teaching and learning are improving rapidly.
- Teachers develop strong relationships with their pupils and have high expectations of the work that their pupils can produce. Pupils value the help and support that their teachers give them and work hard for them as a result. However, there is still a minority of teachers who do not have such high expectations of pupils. This is leading to work that is less than good from a minority of pupils, particularly boys.
- Teachers demonstrate strong subject knowledge and understanding. Where teaching is at its best, questioning is used highly effectively to engage pupils and address common misconceptions. Teachers systematically check pupils’ understanding and allow pupils time to embed their knowledge. Where this is the case, pupils make good progress.
- Although most teaching is routinely good, a small proportion is not as effective. Where this is the case, teaching does not challenge pupils appropriately, particularly the most able. Leaders have support plans in place to help these teachers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is outstanding.
- Leaders have developed a culture where pupils’ welfare is at the heart of every decision. Leaders go ‘above and beyond’ to ensure that pupils are well cared for both at school and at home. They understand that pupils cannot feel secure unless they know that their whole family is safe and happy.
- The ‘Family Zone’ is made up of the groups that leaders use to facilitate support for pupils and their families. Through the Family Zone, leaders run the local food bank and the local Christmas toy appeal. Leaders have developed strong links with most primary schools in the area to ensure that pupils and their siblings are cared for effectively.
- Leaders promote the need to eat healthily and keep safe through the health and well-being curriculum. For example, during physical education, pupils complete cycling proficiency lessons on bicycles provided by the school so that they can keep themselves safe on the roads. Pupils are also taught how to prepare healthy and affordable meals during their food lessons, where all ingredients are provided for them.
- Leaders are aware of the many dangers that pupils face in the local area. They provide a comprehensive PSHE curriculum to help pupils understand these dangers and how to keep themselves safe. They have developed links with many community agencies that provide information and advice for pupils on where and how to get help when needed.
- The school is a vibrant multicultural community, and pupils learn to value diversity as a result. This dimension of the school gives pupils real experience of life in modern Britain. The significant cohort of asylum seekers and international new arrivals who attend the school help pupils to appreciate the importance of democracy and the rule of

law. Leaders ensure that pupils are being prepared to be well-rounded citizens.

- The school is a real community hub at the end of the school day. Many local groups use the school facilities to provide adult education or enrichment activities for local people. Currently, leaders are developing ideas on how to use these facilities to provide support for their pupils who are living in temporary accommodation.
- Through this considered and effective work, leaders have built strong relationships with pupils and their families. The local community trusts and values leaders. Pupils understand that teachers want the best for them. Consequently, they work hard for their teachers and value their education as well as the support that leaders provide. Pupils' attitudes to learning are strong.

Behaviour

- The behaviour of pupils is good.
- Behaviour both in and out of classrooms has improved considerably. However, there is still a minority of pupils who have difficulty in moderating their behaviour. The proportion of pupils temporarily excluded from school is higher than the national average. Leaders are in the process of developing a purpose-built support centre to help pupils to moderate their behaviour and so reduce the need for temporary exclusions. However, currently the proportion of pupils who are temporarily excluded is not improving.
- Punctuality to school and to lessons is good. Pupils hurry through the corridors to ensure that they are at their lessons on time and ready to work. Overall attendance is broadly in line with the national average, and most pupils attend school regularly.
- Despite the improvement in attendance rates, too many pupils are regularly absent from school. The proportion of pupils who are persistently absent from school is higher than the national average, and this is particularly true for disadvantaged pupils and pupils with SEND. Leaders' work to improve attendance for these pupils is beginning to have some impact. However, despite this improvement, the proportion of disadvantaged pupils and pupils with SEND who are regularly absent from school remains high.

Outcomes for pupils

Good

- For the last three years, published information shows that overall progress for pupils has increased steadily and, for the last two years, it has been above the national average. This is particularly true for disadvantaged pupils. Disadvantaged pupils' progress has been above the progress of other pupils nationally for the last two years.
- However, despite these high rates of progress, some subjects and some groups of pupils do not make such strong progress. The progress that pupils make in mathematics has been below the national average for the last three years. Additionally, the progress made by pupils with SEND has been well below that of pupils nationally for the last three years and shows a steady decline.
- The performance of current pupils is showing some green shoots in those areas where progress has not been as good. Improvements in the teaching of mathematics are leading to pupils making greater gains in their learning. Appropriate intervention is

helping pupils who have fallen behind to catch up. As a result, the proportion of pupils in Years 10 and 11 who are making good progress is starting to increase.

- Leaders have started to work with teachers to help them to meet the needs of pupils with SEND more effectively. These pupils are beginning to find it easier to access the curriculum and their progress is starting to increase.
- Leaders are driving an increasing focus on the development of literacy skills. This is becoming embedded across the curriculum, with all teachers beginning to take responsibility for improving pupils' reading, writing and communication skills. A variety of activities are in place to ensure that pupils read daily. Pupils told inspectors that their vocabulary has improved considerably as a result.
- Leaders deliver high-quality careers education and effective independent careers advice. This, together with improving results, has led to a greater proportion of pupils moving on to appropriate destinations after school. The proportion of pupils who move into further education, training or employment has increased steadily over the last few years and is now above the national average.

School details

Unique reference number	136105
Local authority	Manchester
Inspection number	10057939

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1126
Appropriate authority	Board of trustees
Chair	Robin Lawler
Principal	John Rowlands
Telephone number	0161 20 20161
Website	www.manchestercommunicationacademy.com/
Email address	j.rowlands@mca.manchester.sch.uk
Date of previous inspection	27–28 September 2016

Information about this school

- The school opened in September 2010. It is a larger-than-average secondary school.
- The lead sponsor of the school is British Telecom.
- The school is a member of the Greater Manchester Trust. The trustees are responsible for the core governance functions of setting the school's direction, holding the headteacher to account and ensuring financial probity. The scheme of delegation sets out clearly which powers have been delegated to the local governing body and executive officers.
- The proportion of pupils eligible for support through the pupil premium is very high.
- The proportion of pupils identified as needing support for SEND is below average. The number of pupils with an education, health and care plan is below average.
- The school uses three alternative provisions: Harpurhey Alternative Provision Centre,

The Lighthouse Group Centre and the local authority's pupil referral unit. There are currently 29 pupils educated at alternative provision.

- The school works with Cheadle Hulme Teaching School to provide support for mathematics.
- The school complies with Department for Education guidance on what academies should publish on their website.
- The school has extensive links with other organisations. It is a STEM Flagship school; part of the National Space Education initiative; a member of the Science Learning Partnership; Lead Health and Well-being School; a Digital House School and a member of the Global Learning Partnership.

Information about this inspection

- Inspectors observed teaching and learning across a range of subjects, including joint observations with school leaders.
- Inspectors scrutinised pupils' work from Years 7, 8, 9 and 10 across a range of subjects alongside school leaders.
- Inspectors met with the headteacher and other senior leaders. Inspectors spoke with a group of curriculum leaders and a group of teachers.
- Inspectors met formally with five groups of pupils from Years 7, 8, 9 and 10. Inspectors also spoke with pupils informally during social times.
- Inspectors spoke with three members of the local governing body. An inspector also spoke with the chair of the trust board, a representative of the lead academy sponsor and the executive director of the school.
- Inspectors examined a range of documentation, including school policies, safeguarding procedures, the school's self-evaluation and the school improvement plan.
- Inspectors considered the 41 responses to the pupil survey, the 78 responses to the online staff questionnaire, 35 responses to Ofsted's online questionnaire, Parent View, and five written responses from parents and carers.

Inspection team

Erica Sharman, lead inspector	Her Majesty's Inspector
Nell Banfield	Ofsted Inspector
Annette Patterson	Ofsted Inspector
Linda Griffiths	Ofsted Inspector
Tuesday Humby	Ofsted Inspector

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 E: enquiries@ofsted.gov.uk
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Moston Fields Primary School

Brookside Road, Moston, Manchester M40 9GJ

Inspection dates

24 to 25 April 2019

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	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors provide clear direction for the school. This has led to significant improvement in all aspects of the school's work.
- Leaders' improvement plans identify accurate priorities for development. Actions are carefully monitored at regular intervals and the impact on outcomes is evaluated.
- Middle leaders receive effective training to enable them to lead their subjects well. They use ongoing assessment successfully to improve pupils' progress.
- Additional funding is used effectively to ensure that pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make strong progress.
- Pupils in all year groups enjoy reading. They read a wide range of books, which contributes to the good progress that they make.
- Pupils' progress in writing and mathematics is strong. This is because teachers provide well-planned opportunities for pupils to practise their skills across the curriculum.
- Teaching across the school is good and some is highly effective. Teachers have secure subject knowledge and plan lessons that excite pupils, ensuring that they are eager to learn.
- Pupils' behaviour is good. They are polite and show respect to each other. Relationships between pupils and adults are positive. The focus on pupils' individual rights and respect for all is evident in every aspect of the school's work.
- Learning in the early years is good. Leaders' expectations are high and children's progress is strong. They are prepared well for Year 1.
- School leaders provide a rich and exciting curriculum. This contributes effectively to the improving progress that pupils are making.
- Absence and persistent absence have reduced significantly for all groups of pupils due to leaders' effective strategies.
- Pupils' outcomes are improving quickly across the school. Teachers typically use assessment well to plan the next steps in pupils' learning. However, the most able pupils do not make the progress they should, and strong teaching has not had time to fully compensate for previous gaps in their learning.
- Despite making good progress, pupils, especially in upper key stage 2, have a way to go to overcome previous underachievement.

Full report

What does the school need to do to improve further?

- Further strengthen teaching, learning and assessment in the school by ensuring that teachers plan sufficient challenge in their lessons for the most able pupils, especially in key stage 2.
- Improve pupils' outcomes by building on the current good progress in order to enable pupils to overcome previous underachievement, especially in upper key stage 2.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and senior leaders took up their posts after the previous inspection. Their effective actions have ensured that this is a rapidly improving school. The approaches introduced to improve the teaching of reading, writing and mathematics are embedded. Their positive impact on current pupils' progress is now evident across most subjects and year groups. Consequently, pupils' outcomes are rapidly improving towards being good.
- The values of 'individual rights' and 'respect for all' lie at the heart of everything the school does. These are clearly articulated throughout the school. They embody high expectations, which results in pupils' positive behaviour and constructive attitudes to their learning.
- Leaders, including middle leaders, have a clear understanding of what the school does well and what needs to improve. This knowledge informs detailed and effective plans, which focus on improving outcomes for pupils who are not making the progress that they should. For example, there has been success in improving the progress of current pupils. This success has been achieved at the same time as helping the most able pupils and those in upper key stage 2 to overcome previous gaps in their learning.
- Staff training is tailored to help meet the school's priorities and the individual needs of staff. The ambitious culture of leaders has contributed to a sense of purpose and a rise in staff morale. As a result, the quality of teaching has improved, and teaching is effective in a wide range of subjects. For example, published data demonstrates an improvement in the proportion of pupils who achieve the expected standard in the Year 1 phonics screening check.
- Teachers in charge of curriculum areas are effective. They are well supported by senior leaders, and they appreciate the clear systems that support and guide their work. They are confident in planning strategically for their own subjects. In particular, the progress of current pupils in science has improved.
- School leaders have a strong focus on ensuring that disadvantaged pupils make good progress. Leaders ensure that the pupil premium funding is deployed effectively to eradicate any gaps in the knowledge and skills of those pupils eligible for the grant. The progress of disadvantaged pupils is improving as a result.
- Leaders use funding to support pupils with SEND effectively. Leaders are very clear about the positive impact their actions have on these pupils' personal development and learning behaviours.
- Leaders make effective use of the physical education (PE) and sport premium. As a result, a greater number of pupils take part in sports than in the past, and they are achieving success in inter-school competitions. Leaders also identify where PE can be used across the curriculum to improve outcomes for pupils, such as orienteering opportunities and the promotion of healthy lifestyles.
- Staff and governors have designed an exciting curriculum that enthuses pupils to learn. They plan how this can be best implemented and regularly evaluate how this supports pupils' learning. Topics and activities provide pupils with opportunities to make

connections between different subjects. For example, key stage 2 pupils produced scatter graphs in science after measuring their heart rates during physical activity.

- Leaders effectively develop pupils' spiritual, moral, social and cultural understanding through curriculum and topic work. The many opportunities pupils have to reflect on their learning in these areas also contribute to pupils being well prepared for life in modern Britain.
- The school's development has regularly been checked by the local authority. The local authority has provided valuable support to senior leaders and the governing body as well as appropriate challenge to improve the school.

Governance of the school

- Governors provide clear, strategic direction for the development of the school, which has contributed to improvements since the last inspection. Governors question and challenge the information provided by leaders to ensure that actions taken improve the quality of education. They attend appropriate training. They analyse data, which contributes effectively to their ability to challenge information that they receive. They have a clear understanding of the strengths and weaknesses in the school.
- Governors have a secure knowledge of the information about pupils' progress. They check that additional funding, such as the pupil premium grant, funding for PE and funding for pupils with SEND, is spent effectively and makes a positive difference for those eligible pupils. Governors offer as much support and challenge as possible to make sure that pupils overcome previous underachievement.
- Governors undertake their range of responsibilities effectively. They fulfil all their duties, such as ensuring that safeguarding procedures are suitable. They have used the skills and knowledge of all governors to good effect. Meetings have been reorganised so that governors make productive use of time, while ensuring that they fulfil their statutory responsibilities.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, place a high importance on safeguarding. Staff know how to recognise and report concerns, using the school's procedures. There is a strong, coordinated response to safeguarding children. Leaders with responsibility for safeguarding make referrals promptly and work closely with a range of external agencies to minimise the risk of harm to vulnerable pupils.
- The school's safeguarding and welfare team ensures that all procedures to keep pupils safe are implemented thoroughly. Secure checks are made to ensure the suitability of staff to work with children in the school. Records are organised efficiently and leaders ensure that child protection referrals are dealt with swiftly. This helps to secure a vigilant culture of safeguarding in the school.
- The school's curriculum teaches pupils to safeguard themselves increasingly well. Pupils told inspectors that they know how to keep safe. The school provides updates to pupils about relevant issues that they may experience, such as the dangers of social media,

road safety and online safety.

Quality of teaching, learning and assessment

Good

- Effective teaching has a positive impact on learning, and current pupils make strong progress in a wide range of subjects as a result. Teachers have good subject knowledge that allows them to provide pupils with clear explanations and instructions. They plan imaginative activities that capture pupils' enthusiasm and inspire a thirst for learning.
- There is a purposeful and productive atmosphere in almost all lessons. Teachers create positive relationships with pupils which are very constructive to learning. Pupils listen to teachers' explanations and follow instructions carefully.
- Improvements in the teaching of English have contributed to pupils' writing skills developing effectively both in English lessons and across other subjects. Frequent writing opportunities are provided for pupils to develop their skills. Pupils' work contains fluent and lengthy pieces of writing. For example, in lower key stage 2, pupils' writing of reports on habitats provided examples of good-quality work.
- Reading is given a high priority across the school. Teaching is effective. Teachers develop pupils' skills by fostering a love of reading. Good-quality texts are central to the delivery of the school's curriculum. Pupils are encouraged to read regularly to develop their fluency and understanding of the text. This has contributed to the good progress and improving outcomes in reading across the school. Pupils spoke enthusiastically about the authors and the books that they enjoy reading.
- The teaching of phonics is effective. This contributes to a continuing rise in the proportion of pupils who achieve the expected standard in the Year 1 phonics screening check. Leaders closely track the progress that pupils make in their phonics. They provide additional support to help pupils catch up. The consistent approach to teaching phonics maximises pupils' progress.
- The acquisition of numeracy skills across the curriculum is well developed. Teachers provide regular opportunities for pupils to apply what they have learned in mathematics in other subjects. Teachers ensure that pupils have many opportunities to apply their knowledge and skills to problem-solving tasks. Teachers challenge pupils' mathematical thinking by asking them to explain and prove their answers.
- Homework is provided regularly. Pupils practise and develop skills that they are learning in school. There is a clear strategy and purpose to the homework topics given. The examples of homework seen during the inspection helped pupils to build on prior learning while developing new understanding and knowledge.
- Teachers use the detailed information which is made available to them about pupils with SEND to ensure that work is accessible to them. This is also true for pupils who speak English as an additional language, who may require additional support. Teachers liaise with teaching assistants to help them get the right balance between providing necessary individual support and fostering pupils' independence. However, for a small minority of pupils there is still some over-reliance on support.
- Teachers' assessments are accurate. Some teachers use questioning effectively to deepen pupils' thinking and check their understanding in many subjects. This has led to

pupils making strong progress in reading, writing and mathematics. However, a small minority of teachers do not use the information gained from assessments to check routinely what the most able pupils know, and, occasionally, they do not provide sufficiently challenging work for these pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. School leaders have adopted a range of strategies through their work as a rights-respecting school. This has had a positive impact on developing pupils' personal development and welfare.
- Leaders have created a strong community spirit. This, along with the school's caring and supportive ethos, ensures that pupils feel safe, and it helps them to develop into happy and confident learners.
- Pupils are tolerant and respectful of people's differences. They have a well-developed understanding of different faiths, cultures and religions because leaders promote this well and work is linked throughout the curriculum.
- Pupils understand the difference between bullying and 'falling out'. They say that conflict of any kind is very rare and that, if it does happen, adults address this promptly.
- Pupils said that they feel safe and are well looked after. Partnerships with external agencies, such as the police, help to ensure that pupils know how to make safe choices when they are out in the community. The curriculum helps pupils to manage risks and understand potential dangers, such as when using the internet and social networking sites.
- Pupils are proud of their school. They have a wide range of opportunities to contribute as leaders, for example as part of the eco-squad and as school councillors. Pupils also attend a school parliament, through which a decision was made to promote good health and well-being throughout the school. These responsibilities contribute to pupils developing into mature, active citizens of their school community.
- The vast majority of parents spoken to during the inspection said that staff are caring and approachable. Responses to Parent View, Ofsted's online questionnaire, show that parents feel their children are safe in school. Typical comments included, 'There has been a vast improvement in this school. The school atmosphere is positive, engaging and responsive to children's needs and the wider community.' This sums up the views of many parents.

Behaviour

- The behaviour of pupils is good. The ethos of care and consideration for others encourages their positive behaviour. Staff have high expectations of pupils' behaviour, which they reinforce consistently. As a result, pupils demonstrate positive attitudes to their learning. They work hard and want to achieve well. Pupils take pride in their work

and present it neatly.

- The school is calm and orderly. Pupils conduct themselves sensibly when moving around the building. They are polite, well-mannered and respectful of one another and also of visitors to the school.
- Pupils' attendance has improved considerably for all groups of pupils. The school has effective systems in place to work with families to improve attendance and punctuality. As a result, pupils' rates of absence are broadly in line with national averages. The proportion of pupils who are persistently absent from school has reduced considerably this academic year.

Outcomes for pupils

Requires improvement

- Historically, pupils have underachieved at the end of key stage 2 in reading, writing and mathematics as a result of weaker teaching. Although more pupils achieved the expected standard in all three subjects in 2018, the proportion who did so remained below the national average.
- At key stage 1, pupils' attainment in reading and writing was lower than average in 2018, while mathematics was in line. The proportion of pupils achieving greater depth was above the national average in reading and in line with the national average in mathematics and writing. This shows a good improvement since 2017.
- Leaders have addressed historical issues regarding the quality of teaching. As a result, teaching is much stronger. There are clear improvements in the attainment and progress of current pupils across the school, as seen in pupils' books and in the school's assessment records. Consequently, pupils' outcomes are improving towards being good. However, leaders' actions have not had time to have a positive impact on published pupils' performance data.
- Examples of pupils' learning in books across the curriculum show an improving picture of pupils' acquisition of key skills and understanding. The well-planned curriculum contributes effectively to pupils' skills and knowledge across the different subjects, building progressively on what pupils understand and can do. Opportunities to reflect on learning and links to homework also contribute to the strong progress current pupils make. These improvements are also contributing to pupils being better prepared for the next stage of their education.
- In writing, the variability in pupils' progress has been reduced through teachers' focus on literacy across the curriculum. Pupils have opportunities to write for different purposes. As a result, pupils make consistently good progress in writing across the school now. They also read with suitable levels of fluency, accuracy and confidence. As a result, their progress in reading has also improved.
- Pupils' progress in mathematics is strong. Work in their books shows that pupils develop fluency and are able to apply a range of skills in problem-solving activities. The emphasis on teaching mathematics in topic work and in other subjects, such as science and PE, also contributes effectively to pupils' good progress in this subject.
- Pupils make good progress in developing their phonics skills as a result of high-quality teaching. They develop age-appropriate reading skills and have a secure understanding of what they have read.

- Pupils with SEND make good progress as a result of early identification of their needs and effective additional support. Leaders have identified the ongoing barriers to learning which these pupils face and put in place additional measures to promote rapid learning.
- Pupils who speak English as an additional language make strong progress throughout their time in the school. Pupils who have recently arrived in the country learn to read and write English rapidly because of the support they receive.
- In 2018, the difference between the progress of disadvantaged pupils and other pupils nationally closed in writing. However, the difference between disadvantaged pupils' progress and other pupils increased in reading. Current disadvantaged pupils are making good progress in reading, writing and mathematics.
- Middle-ability and lower-ability pupils make strong progress across a wide range of subjects. However, the proportion of pupils achieving the higher standard in reading, writing and mathematics at the end of key stage 2 in national assessments has remained below the national average. Although progress for these pupils is improving in key stage 2, the work set by their teachers does not consistently challenge the most able pupils to achieve the high standards of which they are capable.

Early years provision

Good

- Strong leadership in the early years ensures that children have a good beginning to their school life. Good-quality teaching throughout the early years means that children make good progress, especially those who start in the school's Nursery.
- Children's skills and abilities on entry into both the Nursery and Reception classes are below those typical for their age. The proportion of children who reach a good level of development has been below the national average for two years. However, the progress of current children is strong.
- The early years leader's plans for improvement are sharp and accurate. Leaders have a clear view of the strengths and areas still left to develop. A highly-effective assessment process supports adults to identify areas for further development for each child. This enables teachers to plan effectively and address identified areas as part of their daily teaching and provision.
- Teaching is effective and staff engage well with children to help improve their learning. For example, staff questioned children very effectively to develop their speech and language skills during an outdoor learning activity focused on the senses.
- The early years leader has high expectations and provides good direction for the assessment and planning of activities to meet children's different developmental needs. Adults share her enthusiasm to provide the best start for children's education. This, combined with good teaching, ensures that children achieve well across all areas of learning.
- Clear systems and routines help children to settle quickly. Adults establish positive relationships with children. This helps children to feel safe and confident. Behaviour is good. Children follow instructions, share and take turns. Adults show a high level of care for the children. They have received appropriate training to keep children safe, including paediatric first-aid training.

- Statutory requirements for early years are met and specific funds are used correctly. For example, funding to support disadvantaged children is used effectively and these children make very strong progress from their starting points.
- Parents are very positive about the early years. Parents feel involved in their children's education and attend a variety of workshops to help them support their child's learning.

School details

Unique reference number	105427
Local authority	Manchester
Inspection number	10057917

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Mr John Hayes
Headteacher	Mrs Sarah Murray
Telephone number	0161 681 1801
Website	www.mostonfieldsprimaryschool.co.uk
Email address	headteacher@mostonfields.manchester.sch.uk
Date of previous inspection	8 to 9 November 2016

Information about this school

- This is a larger-than-average sized primary school.
- The proportion of pupils supported by pupil premium funding is higher than the national average. The proportion of pupils with SEND is in line with the national average.
- The proportion of pupils from minority ethnic groups is higher than the national average. The proportion of pupils who speak English as an additional language is also higher than the national average.
- The headteacher took up post in January 2017, with the deputy headteachers taking up their posts in April and September 2017.

Information about this inspection

- Inspectors conducted meetings with leaders to review the impact of their work on pupils’ learning and outcomes. They considered the school’s current assessment information and conducted an in-depth analysis of pupils’ work across a range of subjects to consider how well pupils learn and achieve over time.
- Inspectors visited classes in every year group. Some of these visits were conducted jointly with leaders.
- Records of behaviour logs and leaders’ checks on the suitability of staff to work in the school were considered. Inspectors also met with leaders to review the impact of their work to safeguard pupils’ welfare and promote good behaviour and attendance.
- Inspectors held a meeting with members of the governing body. A discussion was also held with two representatives of the local authority.
- Inspectors met with groups of pupils to discuss their views on the school. Inspectors observed pupils’ behaviour around the school.
- A group of pupils read to the inspectors. Inspectors also heard pupils read during visits to classrooms and talked with them about their attitudes to reading.
- Inspectors gathered the views of parents through informal discussions in the playground before school. Inspectors also considered 17 responses to Parent View, Ofsted’s online questionnaire, and 34 responses to the online staff survey. There were no responses to the online pupils’ survey.

Inspection team

Simon Hunter, lead inspector	Her Majesty’s Inspector
Doreen Davenport	Ofsted Inspector
Gill Pritchard	Her Majesty’s Inspector

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

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Kids Start

Kids Start, 151 Longley Lane, Manchester M22 4HY



Inspection date	6 March 2019
Previous inspection date	8 August 2014

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		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children with special educational needs and/or disabilities are expertly supported. Early intervention is a key strength of the setting. Leaders and staff complete robust observations and assessments of children's learning and swiftly identify any emerging concerns. They work extremely closely with other professionals and provide targeted support plans at the earliest opportunity.
- Highly qualified and experienced leaders are relentless in the pursuit to provide an exceptionally high-quality setting. They meticulously evaluate the provision and create highly focused improvement plans. Parents' and children's views are sought using a range of inspirational and successful methods.
- Partnerships with parents are exemplary. Leaders and staff offer parents astounding levels of professional support and advice, such as to help them to extend children's learning. For instance, they provide parents with interesting activities and resources based on an abundance of subjects, such as those promoting children's writing.
- Truly dedicated staff demonstrate outstanding teaching skills. Their interactions with children are adapted with precision to ensure that each child is highly motivated and challenged. Children arrive with a wealth of enthusiasm and are eager to access the range of exceptional opportunities available. All children make excellent progress.
- Mealtimes are an incredibly sociable experience. Children of different ages eat together in the designated dining area and their relationships are harmonious. Children who are two-years-old demonstrate skilled independence. For example, they help to set the tables, serve meals and their table manners are impeccable.
- Staff's commitment to promoting children's positive behaviour is admirable. They use their expert knowledge to share methods with parents and other family members. For instance, staff produce familiar picture cards to help children to express their feelings and understand the rules and boundaries. Children's behaviour is exemplary.
- Children flourish in the calm, positive and highly stimulating environment. In addition to their base rooms, children access high-quality areas that are carefully planned with a specific purpose in mind. For instance, staff and children use an area where they focus on further promoting children's excellent communication and language skills.

What the setting needs to do to improve further

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

- continue to develop and enhance the already first-rate opportunities for children outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed planned activities and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She held a meeting with a local authority adviser.
- The inspector held meetings with the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. She took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Leaders ensure that all staff have an in-depth understanding of child protection issues. They provide staff with exceptionally individualised coaching and targeted training that helps to promote first-class outcomes for children. For example, leaders identified that, overall, children's mathematical learning required intervention. Training and support was targeted and the teaching of mathematics and children's progress is now exceptional. Adult-to-child ratios are often exceeded. Children benefit from excellent learning opportunities in the outdoors. For instance, they delight in exploring the scent of herbs, such as rosemary and sage, that they have helped to grow. Leaders are in the process of developing the outstanding outdoor areas even further.

Quality of teaching, learning and assessment is outstanding

Highly qualified staff provide superb opportunities for children. For example, they teach children different languages. During circle time, two-year-old children make choices about the language to sing along to. Children confidently choose to sing, for example in Spanish and French, and they sing proudly to their peers. Staff support younger children to gain excellent coordination and physical skills. For instance, children skilfully balance over low-level crates outdoors. Staff working with three-year-old children provide inspirational activities precisely matched to their interests. For example, children excitedly embark on an exciting dinosaur hunt outdoors. They squeal with delight as they confidently name a range of dinosaurs that they find, such as 'stegosaurus'. Staff challenge children's mathematical thinking and children relish the challenge, such as estimating how many they can see. This helps to build on children's vocabulary and extends their astounding mathematical skills even further.

Personal development, behaviour and welfare are outstanding

Children enjoy heart-warming relationships with staff who are highly committed to supporting children's emotional needs. For instance, staff ask parents to leave items for children with familiar scents during their settling in period. Staff provide children with an abundance of opportunities that builds on their excellent understanding of the wider world. For example, they display a range of landmarks and buildings from around the world in construction areas. This sparks children's curiosity to learn about different countries and cultures as they play. Furthermore, staff expertly include aspects of children's cultures in the learning environment. For instance, play areas feature crockery and cookbooks that reflect children's home experiences. Children's physical well-being is supported exceedingly well. For example, the setting is immaculately clean and children enjoy an exceptionally healthy menu. Additionally, children engage in exciting exercise sessions, such as professional football coached sessions.

Outcomes for children are outstanding

Children who are two-years-old demonstrate superb mathematical understanding. For instance, they confidently recognise numerals up to 10 and hold up their fingers to correctly represent the quantity. Children are expertly prepared for school. For example, children who are three-years-old use their imaginations as they write letters, such as to a fairy. They hold pens with control and confidently form recognisable letters and words.

Setting details

Unique reference number	EY475233
Local authority	Manchester
Inspection number	10069594
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	80
Number of children on roll	100
Name of registered person	Kids Start Ltd
Registered person unique reference number	RP533483
Date of previous inspection	8 August 2014
Telephone number	0161 9984078

Kids Start registered in 2014. The nursery employs 21 members of childcare staff. Of these, one member of staff holds qualified teacher status, three members of staff hold early years professional status, one member of staff holds an appropriate early years qualification at level 6, one holds level 5, one holds level 4, five hold level 3 and four hold level 2. Four members of staff are unqualified. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Lighthouse Centre

Sandy Lane, Chorlton, Manchester, Lancashire M21 8TZ



Inspection date	19 March 2019
Previous inspection date	1 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The dedicated and enthusiastic management team show a good commitment to improving outcomes for children. This is reflected in the motivated staff team who share their vision of removing barriers to learning. Children have a strong sense of belonging and thoroughly enjoy their time at this good-quality setting.
- The staff team provide children with personalised and exciting learning opportunities, which keep them interested to learn. Resources are plentiful and children confidently access toys that are of interest to them.
- Self-evaluation helps to identify what the setting does well and what can be done to drive forward further change. Targets are devised with challenging goals and are monitored with great precision. The views of staff, parents and children are sought and fed into the development plans of the setting.
- Children display good behaviour. Babies begin to learn that some of their actions may have an impact on others. Older children are astute to the emotional well-being of their friends and regularly embrace one another with hugs and cuddles.
- Partnership working is strong. Links with parents are rooted in trust and respect. Parents are extremely complimentary about the setting and the dedication of staff.
- Transitions across the setting are supported very well. Staff skilfully help children to settle and feel secure in their new environment. Children develop positive attitudes towards their learning and are well prepared for their move on to school.
- Overall, staff know children well and are aware of their stages of development. Activities are personalised and children make good progress from their unique starting points.
- The management team has effective systems for tracking the progress of individual children but do not yet consistently review the progress made by different groups of children, such as the most able children.
- Staff miss opportunities to further develop children's critical-thinking skills during their play and learning.

What the setting needs to do to improve further

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

- enhance the analysis of children's assessments to track and monitor the progress of a range of different groups, to target any specific interventions even more precisely
- provide more opportunities for children to use their critical-thinking skills during their play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector held a number of discussions with the management team. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector spoke to staff and children during the inspection and took into account the written views of parents and carers.
- The inspector had a tour of the premises.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

The management team have a strong vision and passion to provide the very best of outcomes to children and their families. They demonstrate an unwavering commitment to drive forward change and have robust action plans in place. Staff receive the relevant support, guidance and coaching during supervisory sessions and appraisal meetings. Robust targets are set and are monitored by the manager. Staff attend regular training programmes and share best practice ideas with one another. Safeguarding is effective. All staff are aware of their responsibilities to keep children safe. They are aware of the signs, symptoms and indicators of possible abuse and neglect. They know the referral procedure and understand the steps to take if they have a concern about the conduct of a staff member.

Quality of teaching, learning and assessment is good

Children are enthusiastic learners who have good perseverance skills. They enjoy participating in a range of activities and show great delight while playing with one another. Babies are confident communicators and show good physical dexterity as they mount low-level play equipment. Older children display good literacy skills and become fascinated while reading their favourite stories. Pre-school children enthusiastically plant seeds and articulately discuss the scientific process of growth and decay. Staff support children's mathematical development very well. They provide children with an array of opportunities to discuss shape, space and colour. Children relish these experiences and are keen to take on new challenges.

Personal development, behaviour and welfare are good

Children have access to a well-resourced outdoor play area. They confidently practise their physical skills while running, jumping and balancing. Babies enjoy manoeuvring around obstacles and are fascinated while playing in a ball pool. Staff are good role models and consistently offer praise and encouragement to children. This helps to increase their self-esteem and supports their emotional well-being. Staff teach children very well about healthy living and encourage them to tend to their own physical needs. Children wash their hands before having meals and talk about the importance of trying a range of nutritious foods.

Outcomes for children are good

Children are well prepared for the next stage in their learning and for their eventual move on to school. From their differing starting points, all children make good gains towards the early learning goals. They develop strong bonds with staff and play harmoniously together. They are independent individuals who take great pride in their personal achievements. They are skilful communicators who use a wide range of vocabulary.

Setting details

Unique reference number	500127
Local authority	Manchester
Inspection number	10064783
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	41
Number of children on roll	42
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Date of previous inspection	1 June 2016
Telephone number	0161 881 1415

Lighthouse Centre registered in 1991 and is situated in Chorlton, Greater Manchester. The nursery employs 17 members of childcare staff. Of these, five staff members hold a level 6 qualification and 11 staff members hold a level 2 qualification or above. One staff member is unqualified. The nursery opens all year round from Monday to Friday, except for bank holidays and during the Christmas period. Sessions are from 8am until 6pm, Monday to Thursday and then 8am until 5.30pm on Fridays. The nursery provides funded early education for two-, three and four-year-old children.

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Tiddlywinks Day Nursery Ltd

Taunton Street, Ancoats, MANCHESTER M4 7FA

Inspection date	9 May 2019
Previous inspection date	8 February 2017

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The inspirational management team has established an empowering culture and ethos that has instilled within staff an unswerving commitment to providing children with a first-rate educational programme.
- Teaching is outstanding. Staff use their expert knowledge of child development to plan an array of highly-stimulating and inspirational learning experiences. Children relish these opportunities and make exceptional progress across the areas of learning.
- Leaders have instilled a desire in children to strive for the very best. High expectations of behaviour and achievement are clear. Children show exceptional levels of kindness towards others and behave impeccably well. They have an incredibly strong sense of belonging and never give up until a task or challenge is complete.
- Staff are highly skilled in supporting children's communication and language development. They provide children with innovative experiences and listen to them with genuine interest. Children are highly competent communicators who use a phenomenal range of vocabulary.
- Staff have recreated the outdoor area into an oasis of physical challenge and adventure. Children's laughter permeates throughout and the atmosphere buzzes with their excitement. Children demonstrate extraordinary physical dexterity and become immersed in deep imagination as they travel to a magical 'fairy land'.
- The support in place for children with special educational needs and/or disabilities and those who speak English as an additional language is extraordinary. Staff work exceptionally well with external professionals to ensure intervention is sought at the very earliest stage. Robust analysis of interventions and first-rate support mean that children make rapid gains in their learning.
- Partnership working is exemplary. The nursery is a beacon of exceptional practice and supports other childcare settings to further improve. Staff obtain comprehensive information about children and keep parents informed of their developmental progress.

What the setting needs to do to improve further

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

- continue to enhance the extremely highly effective programme of professional development to consistently drive and maintain the already outstanding quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector held a meeting with the management team and spoke with staff and children during the inspection.
- The inspector held a telephone conversation with a representative from the local authority. He spoke to parents throughout the inspection process.

Inspector

Luke Heaney

Inspection findings

Effectiveness of leadership and management is outstanding

The leadership team, spearheaded by the inspirational provider, is highly motivated and driven to make the nursery a great place to learn and play. Self-evaluation is exemplary and priorities for improvement are sharply focused. Staff supervise children extremely well and ratios are complied with. Risk assessments are highly effective and all areas of the premises are safe. Staff receive phenomenal levels of support during supervisory sessions and appraisal meetings. They attend an array of inspirational training programmes, which have an extraordinary impact on outcomes for children. For example, a course around speaking and listening has equipped staff with an excellent understanding of how to support children's language development through imaginative play. The management team fully understands the pivotal role continuous professional development has on continually improving and maintaining staff practice to the highest level. Robust recruitment procedures ensure all staff are suitable to work with children. Safeguarding is effective. An extremely comprehensive safeguarding policy is in place. Staff have a profound knowledge of the categories of abuse and understand the steps to take if they have a concern about the conduct of a colleague. Complaints are dealt with superbly well. The manager is thorough in her investigations and provides complainants with detailed feedback. Accidents and injuries are dealt with very effectively. Staff are first-aid trained and demonstrate an excellent knowledge of how to deal with medical emergencies. Systems for administering medication to children are robust.

Quality of teaching, learning and assessment is outstanding

Observation, planning and assessment arrangements are of the highest calibre. Highly successful intervention plans ensure gaps in learning diminish at a rapid rate. Children make outstanding progress and are astonishingly well prepared for their move to school. Staff are astute at teaching children the early mechanics of writing and use any given opportunity to introduce early mathematics. Children relish these opportunities and show exceptional critical-thinking skills while discussing the properties of three-dimensional shapes. Pre-school children attempt to write for different purposes and show excellent reading skills. Babies babble with delight while exploring musical instruments and show incredible perseverance while operating cause-and-effect toys. Toddlers demonstrate excellent creativity as they dance and articulately discuss capacity during water play.

Personal development, behaviour and welfare are outstanding

Care practices are extraordinary and staff place an extremely sharp focus on supporting children's physical and emotional well-being. Children are provided with excellent opportunities to be physically active and relish opportunities to take part in external sports lessons and yoga. Staff teach children exceptionally well about healthy living and provide them with nutritious foods. Children are remarkably independent individuals.

Outcomes for children are outstanding

Children make remarkable gains towards the early learning goals and are highly motivated individuals. They show high levels of resilience and demonstrate exceptionally positive attitudes towards their learning. They are competent mathematicians, skilful readers and creative thinkers.

Setting details

Unique reference number	EY480061
Local authority	Manchester
Inspection number	10104343
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	80
Number of children on roll	78
Name of registered person	Tiddlywinks Day Nursery Ltd
Registered person unique reference number	RP526674
Date of previous inspection	8 February 2017
Telephone number	0161 2736820

Tiddlywinks Day Nursery Ltd registered in 2014 and is located in Ancoats, Manchester. The nursery employs 13 members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including one who holds early years teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Lead Executive Members	Councillor Bridges - Executive Member for Children's Services
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 childminders 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 • 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	16 October 2019 13 November 2019 22 January 2020 18 March 2020

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

Wednesday 16 October 2019, 2pm (Report deadline Monday 7 October 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 Bridges	
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	-	

Items to be scheduled				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Lily Lane Primary School	To receive an update on the progress of Lily Lane Primary School, following its inspection in October 2018.	Simon Taylor Rachel McKeon	Councillor Bridges	See January 2019 minutes
Ofsted Inspections of Childminders	To receive a report on Ofsted inspections of childminders.	Simon Taylor Rachel McKeon	Councillor Bridges	See March 2019 minutes

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