

Button Lane Primary School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 131938 |
| Local Authority | Manchester |
| Inspection number | 360341 |
| Inspection dates | 1–2 February 2011 |
| Reporting inspector | John Coleman HMI |

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

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 316 |
| Appropriate authority | The governing body |
| Chair | Mrs Patricia Gaskell |
| Headteacher | Mrs Michelle Joyce |
| Date of previous school inspection | 20 March 2007 |
| School address | Button Lane Northern Moor Manchester M23 0ND |
| Telephone number | 0161 945 1965 |
| Fax number | 0161 945 4257 |
| Email address | head@buttonlane.manchester.sch.uk |

| | |
|--------------------------|-------------------|
| Age group | 3–11 |
| Inspection dates | 1–2 February 2011 |
| Inspection number | 360341 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Meetings were held with groups of pupils, governors and staff. Inspectors observed 16 lessons taught by 12 different teachers. They observed the school's work, and looked at safeguarding records, the school's plans for improvement, minutes of the governing body meetings, policies and data tracking the attainment and progress of pupils. Questionnaires returned from staff, pupils and 27 parents were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school provides opportunities for pupils to develop their learning through science investigations and mathematical problem solving.
- The impact of the school's intervention and support for pupils, especially for pupils with special educational needs and/or disabilities.
- The outcomes of leaders' attempts to improve the quality of the school's provision, especially teaching and learning.
- The progress made by children in the Early Years Foundation Stage.

Information about the school

Button Lane is larger than most primary schools. There are usually one and a half forms of entry, resulting in some mixed-age classes. It is located in a residential area in the Wythenshawe part of Manchester's outskirts. The proportion of pupils known to be eligible for free school meals is over three times the national average. Most pupils speak English as their first language and are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average but there are fewer than average with a statement of special educational needs. The school has achieved Healthy Schools status and the Physical Education Activemark. At the last inspection the school was judged to be causing concern and issued with a 'notice to improve'.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Button Lane is a rapidly improving satisfactory school. Due to leaders' effective actions, the quality of teaching and the curriculum have improved significantly since the last inspection. As a result, the rate of pupils' progress has accelerated and standards have risen to be broadly average in English, mathematics and science. Pupils' outcomes in their personal development are mostly good. This represents satisfactory achievement for all pupils and demonstrates good capacity to improve.

Pupils spoke to inspectors about how they enjoy many interesting science experiments. They enthused about the visiting 'mad scientist' who has inspired both pupils and staff. In lessons seen by inspectors, pupils show they clearly understand what a fair test means by limiting one variable and keeping the other things constant. For example, pupils learnt about air resistance when dropping paper from a set height and timing the length of time taken to fall to the ground. They changed only the shape of the paper and formed accurate hypotheses in their conclusions. In mathematics lessons there is a regular focus on problem solving so that pupils learn to use and apply their computation skills. As a consequence of these improvements to curriculum provision, pupils are making improved rates of progress in their learning. Pupils' attainment in mathematics and science, while broadly average, remains weaker than in English because improvements are more recent in these subjects.

The proportion of good-quality teaching and learning is much higher than at the time of the last inspection. This is because leaders monitor lessons rigorously, identify areas for improvement and provide well-targeted staff training. Most teaching is good and there is no inadequate practice. However, there is inconsistency between classes and across subjects. The use of assessment in lessons is variable. Teachers' expectations of how much pupils' should learn in a given time are sometimes too low.

There are good systems in place to monitor pupils' progress. These are used effectively to identify underachievement. A wide range of support is provided to boost the learning of pupils with special educational needs and/or disabilities. As a result, the progress made by all groups of pupils is equally satisfactory and improving.

Throughout the school, pupils are polite and well mannered. They welcome guests courteously, behave well and cooperate with each other. The school is very successful in developing pupils' self-esteem and confidence. Opportunities for pupils to learn about non-Christian faiths and religions and to promote their cultural development through learning about international communities are limited.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure greater consistency in the quality of teaching and learning so that all pupils make good progress in all classes and subjects by:
 - - raising the expectations of staff regarding the amount of progress to be made by pupils in lessons
 - - improving the use of assessment by teachers so that in each lesson there is a regular ongoing review of progress
 - - embedding the recent improvements made to the teaching of mathematics and science.
- Improve the cultural development of pupils by:
 - - increasing opportunities for pupils to learn about international comparisons with British culture
 - - providing more opportunities for pupils to learn about non-Christian faiths and religions.

Outcomes for individuals and groups of pupils

| |
|----------|
| 3 |
|----------|

Pupils enter school with a level of skills and knowledge which is well below that of most pupils nationally, especially in language and communication skills. They make good progress in the Nursery and Reception classes due to good teaching and learning. Particularly good gains are made in improving their personal, social and language skills. Leaders have successfully ensured that all groups of pupils, including those with special educational needs and/or disabilities, proceed to make at least satisfactory progress as they move through the school. By Year 6, pupils reach average standards. Overall, this represents satisfactory progress in mathematics, science and English. In lessons seen by inspectors, the progress made by pupils shows strong evidence of improvement, especially in mathematics and science. This is clearly demonstrated by the work in pupils' books and the outcomes of the school's most recent assessments.

Effective systems put in place by school leaders result in pupils feeling safe and well cared for. Staff are vigilant in their supervision of pupils. Pupils say that they enjoy school. Attendance rates are broadly average and much improved due to the effective steps taken to encourage pupils to come to school every day. A combination of good communication with parents, praise and incentives in school and increasingly better lessons, have all contributed to this improvement. Pupils have good opportunities to get involved in the life of the school through activities in music and sport and by taking extra responsibilities such as being a playground buddy. Pupils have a good understanding of the importance of being healthy through the study of curriculum topics about the danger of drugs and road safety, and by regular opportunities for physical exercise.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In lessons seen by inspectors, pupils' learning was motivated by the bright and informative displays of their work which help to create interest and reinforce prior learning. Relationships between staff and pupils are good and, as a result, pupils feel at ease if they need to ask for help. Teaching assistants are deployed effectively and provide good support for pupils. Several good lessons were observed. In these lessons, lots of opportunities are provided for pupils to learn through practical activities. Pupils learn from each other because the teachers give them time to discuss their ideas. A key feature of the most successful lessons, is the way in which teachers frequently reassess the progress made by pupils, by checking their understanding and challenging them to make the next step to improve. This is not consistently in place in all classes. In satisfactory lessons, expectations are lower because the objectives for pupils' learning are too broad and are often the same for each pupil.

The curriculum provides a good, broad range of activities and experiences for pupils. Improvements to the investigative and experimental opportunities for pupils in science and mathematics lessons make learning fun and interesting. Many opportunities are available for pupils to learn through the use of computer technology. In many lessons observed during the inspection, pupils used laptops confidently accessing the wireless internet facility and showing good skills in using software programmes which develop their knowledge and understanding in a range of subjects. There are many extra activities

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

provided during lunchtime and after school such as steel pans, cheerleading, music, dance and drama. The curriculum is enriched with visits and visitors. Year 6 pupils speak enthusiastically about the Kiwi club which provides weekend trips to places of local interest. Parents are appreciative of the school's provision, as exemplified by one comment written to the school: 'My child by nature has always been shy and timid but Kiwi club and the teachers involved have helped to improve his outlook on everything in life.'

Pastoral support for pupils is a significant strength in the school. Staff show interest in pupils' well-being; they form good, effective relationships and are quick to identify if something is wrong. When this happens they provide support and guidance which ensures any problems are sorted out effectively. As a result, pupils feel safe and secure in the school environment. Leaders ensure that procedures and policies are in place to protect and care for pupils. Staff are suitably trained in first aid and child protection. Due to the significant efforts of the school, rates of attendance have improved and they are now broadly average. Leaders recognise that sustained further improvements are needed if all pupils are to make consistently good progress in their learning.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher provides clear direction for the school's improvement. Ably supported by the deputy headteacher, she has built a staff team who are committed to improving the school. The headteacher's energy and enthusiasm develop confidence in staff, pupils and parents. Actions to improve the areas identified at the last inspection, such as in the science and mathematics curriculum, have been concerted and successful. Pupils' progress is improving rapidly and standards have risen to be in line with national averages. Leaders ensure that all groups of pupils achieve equally. The school's monitoring procedures lead to rigorous and accurate evaluations of the school's strengths and weaknesses. For example, middle leaders hold regular meetings about pupils' progress, they scrutinise pupils' work, observe lessons and analyse data. The results of this are recorded and inform the senior leaders and governors. Efforts to improve the quality of teaching have resulted in an improved profile across the school. There is no inadequate practice and a greater proportion of good teaching and learning.

Leaders show no complacency. This is typified by the governing body which is determined to maintain the momentum of school improvement achieved during the period of 'notice to improve'. The governing body is well informed and knowledgeable about the school's performance. During discussions and evidenced through the minutes of meetings, the governing body shows clear strategies to target higher standards for pupils. Safeguarding

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

arrangements are good and ensure that all who work or study in the school feel safe. Good links are in place with other local schools to pool resources and share effective practice. Partnerships with external agencies are used well to support pupils whose circumstances may have made them vulnerable. Leaders have developed very good communications with parents through noticeboards, newsletters, assemblies and by opportunities to get involved in school such as membership of 'The Friends of Button Lane'. Community cohesion is satisfactory because while it is well developed at school level, efforts to promote this within the wider community are less established. School finances are managed appropriately and given pupils' satisfactory achievement, value for money is satisfactory.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The Early Years Foundation Stage leader ensures that regular monitoring and tracking of children's achievements informs the effective use of resources to provide an exciting learning environment for children. The outside environment is stimulating and encourages independent learning. Risk assessments are in place, staff are suitably trained for working with young children and safeguarding requirements are fully met. Adults work well together providing good levels of care and effective teaching and learning. Strong links with parents enhance the work of the school.

Children enter Nursery with skills often well below those expected for children of a similar age nationally. They enjoy learning and grow in independence. Children are able to express a range of feelings and they show good attitudes to learning. As a result, children make good progress in acquiring knowledge and skills, especially in their social and language development. Children with special educational needs and/or disabilities also make equally good progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Adults support learning and development for children well and act as good role models. Teachers' planning is tailored to individual children's needs. There is a good balance of adult-led tasks and child-initiated activities. A key worker system supports all children well. Behaviour is good and is the result of positive praise from staff which supports children's development. There are excellent relationships between children and staff. Adults recognise the individual needs of every child and these are met well.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The responses of the small number of parents who returned the inspection questionnaire were overwhelmingly supportive of the school's performance. Only one written concern was received relating to the school's provision for pupils with special educational need and/or disabilities. Inspectors judge that overall, all groups of pupils are provided for equally well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Button Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 19 | 70 | 8 | 30 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 21 | 78 | 6 | 22 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 22 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 22 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 23 | 85 | 3 | 11 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 22 | 81 | 4 | 15 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 19 | 70 | 7 | 26 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 20 | 74 | 5 | 19 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 23 | 85 | 4 | 15 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 67 | 7 | 26 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 20 | 74 | 6 | 22 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 23 | 85 | 4 | 15 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 23 | 85 | 4 | 15 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2011

Dear Pupils

Inspection of Button Lane Primary School, Manchester, M23 0ND

Thank you so much for welcoming the inspection team into your school when we visited you recently. We enjoyed our time with you. These are the main things which we found out about your school.

- You make satisfactory and sometimes good progress in your work and the standards reached by Year 6 are about average. If you have special educational needs and/or disabilities you make the same progress as everyone else. For all of you, this is a big improvement since the last time the school was inspected.
- You enjoy coming to school and especially like the exciting science and mathematics lessons when you do experiments and solve problems.
- Your headteacher, the governing body and all the staff are good at improving your school.
- You behave well, feel safe in school and appreciate all the extra activities which the school organises.
- Teaching is satisfactory; it is improving and many lessons are good.
- Children in Nursery and the Reception classes make a good start to school and learn well.

We have asked your headteacher to make sure that all your lessons are as good as the best ones and that you make equally good progress in all the subjects you are taught. We have also asked that you are given more opportunities to learn about other faiths and religions and about cultures in other countries.

Finally, thank you once again for all your help. I wish you well in the future.

Yours sincerely

Mr John Coleman

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.