

Webster Primary School

Inspection report

Unique Reference Number	105482
Local Authority	Manchester
Inspection number	355781
Inspection dates	7–8 March 2011
Reporting inspector	Colin Smith

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	254
Appropriate authority	The governing body
Chair	Mrs Marjorie Bell
Headteacher	Mr Jeremy Jackson
Date of previous school inspection	12 November 2007
School address	Denmark Road Greenheys Manchester M15 6JU
Telephone number	0161 226 3928
Fax number	0161 226 4181
Email address	head@webster.manchester.sch.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons and five small group sessions, involving nine teachers and five teaching assistants. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at pupils' books; assessment information, planning, and policies, including those relating to safeguarding; and examined 124 questionnaires from parents and carers together with those completed by pupils and staff.

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

- Pupils' attainment and progress in English, particularly that of more-able pupils.
- Teachers' use of assessment in providing well-matched and challenging activities to extend the learning of all pupils.
- The extent to which pupils understand what they need to do to improve.
- The extent to which measures introduced by leaders and managers to improve teaching are helping to raise attainment.
- The quality of provision and learning in the Early Years Foundation Stage, particularly outdoors.

Information about the school

Webster is a larger than average-sized primary school that serves the needs of a rapidly-changing inner city community. The proportion of pupils known to be eligible for free school meals is almost four times the national average. The percentage with special educational needs and/or difficulties is well above average. The majority of pupils are of Somali and Asian heritage. However, there are 28 nationalities represented and 20 different languages spoken. Many families moving into the area have refugee or asylum-seeker status and their children have not attended school before. Most of these pupils are at an early stage of learning English. The movement of families into and out of the area is extremely high. Only one-third of the Year 6 pupils in 2011 had started in the nursery. The school has gained Healthy School status, the Artsmark, Activemark and International School awards and the Gold Inclusion Standard.

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?

2

The school's capacity for sustained improvement

2

Main findings

Webster Primary is a good school. Outstanding care, guidance and support and excellent partnerships with parents, carers and outside agencies, ensure that pupils are safe and extremely well cared for. Pupils' excellent understanding of healthy lifestyles, enjoyment of school, high rates of attendance and good behaviour provide a good foundation for the future.

The very large majority of pupils make outstanding progress, within the top 10% nationally, because of strong teaching and excellent support strategies. Nevertheless, while attainment is broadly average in mathematics and reading, overall it is low by the end of Year 6. This is because although pupils make extremely good progress in reading and mathematics, progress in writing is not quite as rapid. Therefore, attainment in English, although improving strongly, is still low. Pupils' outstanding progress is clear because children typically join the Early Years Foundation Stage with skills that are well below expectations. Additionally, a high number of pupils moves into the school in Key Stage 2, often from overseas and unable to speak English, but rapidly make up for gaps in their learning.

Good teaching of a rich and well-structured curriculum enables pupils to learn successfully. Many improvements have been made to the school's assessment systems, although there are still some inconsistencies in the marking of pupils' work and the level of challenge provided for more-able pupils.

Leaders and managers are relentless in driving improvement and improving teaching and learning. The school's outstanding promotion of equal opportunity is reflected, for example, in the way that individual pupils are mentored and supported to ensure that they do not fall behind. The school has built on its previous successful inspection by strengthening the work of subject leaders and improving target-setting. Consequently, progress has accelerated and attainment has risen in all parts of the school. These factors, along with very accurate self-evaluation, lie at the heart of the school's good capacity for improvement.

What does the school need to do to improve further?

- Improve attainment in English by:
 - strengthening pupils' handwriting and punctuation skills and use of correct grammar
 - providing more opportunities for pupils to write at length
 - developing pupils' understanding of how to edit and improve their written work.

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- Improve the use of assessment to support learning by:
 - ensuring a consistently high level of challenge for more-able pupils in all lessons
 - ensuring that pointers for improvement are consistently included in the marking of pupils' work in mathematics.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy school and their achievement is good. They listen attentively and work with good concentration. Paired discussions are very effective in strengthening pupils' comprehension skills and understanding of mathematics. Their eagerness to learn and determination to improve make a strong contribution to their progress, which is at least good in every key stage. Outstanding progress in mathematics and science has raised attainment to average levels in Key Stages 1 and 2. Exceptionally good progress in reading is increasing pupils' phonic skills, fluency and understanding. Current progress in writing, though at least satisfactory, and improving rapidly, is limited by insufficient opportunities for pupils to write extensively and edit and improve their work. Therefore weaknesses in handwriting, punctuation and the use of incorrect grammar are difficult to eradicate. Pupils from minority ethnic backgrounds, with English as an additional language, make rapid progress, particularly in speaking and listening. The attainment of almost all pupils who started in the nursery is average or higher in all subjects by the end of Year 6. Pupils who join the school later make rapid progress but often have the additional task of learning to speak English, which impacts on their attainment overall and particularly in English. Pupils with special educational needs and/or disabilities learn effectively in small steps, which help them to make at least good progress and reach their targets. The progress made by the small number of more-able pupils is at least good but is sometimes limited by inconsistencies in the challenges provided in lessons.

Pupils from many different backgrounds work and play together extremely harmoniously. Pupils' spiritual, moral social and cultural development is good overall. They feel safe and value trusting relationships with adults. Behaviour is usually good and often exemplary in lessons and around school. Pupils' eagerness to take responsibility is evident in their contributions as school councillors and eco-workers and their increasingly powerful voice in school matters. Pupils are extremely knowledgeable about the importance of diet and exercise and the ill effects of smoking, alcohol and drugs, placing them in a strong position to lead safe and healthy lifestyles. Pupils' literacy skills, although weak, are improving and their numeracy and information and communication technology (ICT) skills are secure. In addition, pupils develop good social and enterprise skills, understand their targets for improvement and attendance is well above average. These factors are helping to secure pupils' future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	1
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?

Lessons are calm, purposeful and very well managed and pupils know what they are expected to learn. Teachers use imaginative approaches such as drama, practical activities and interactive whiteboards, which engage pupils fully and enhance their understanding. Teachers have secure subject knowledge. There are examples of outstanding teaching when pupils are inspired, for example to write persuasively about protecting rainforests. The pace and timing of lessons is well-regulated. Short, sharp introductions are followed by sustained opportunities for pupils to practise and improve their skills. In English lessons, teaching small groups of pupils, according to their ability, helps teachers and assistants to improve important reading and spelling skills. The overall use of assessment to support learning is good. Regular, accurate assessments provide a clear picture of pupils' learning and progress. In the very best lessons, teachers use this information meticulously to provide tasks that are very closely matched to pupils' different learning needs. However, occasionally, when the same activity is given to all pupils, the challenge for more-able pupils does not move their learning on sufficiently. Target-setting and marking of pupils' writing is often exemplary. However, pointers for improvement are sometimes omitted when mathematics work is marked, leaving pupils unsure about how they can improve.

The school provides a rich and well-organised curriculum. A very well-structured programme in English makes a vital contribution to the development of pupils'

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communication skills, although opportunities for them to write at length are insufficient. Pupils have good opportunities to learn through investigation and enquiry. The curriculum is enlivened by many educational visits, visitors and after-school clubs, which provide memorable experiences and promote enjoyment in learning. The curriculum is very effectively adapted to cater for the needs of pupils with learning and language difficulties, which enables pupils with English as an additional language to make outstanding progress. A strong programme of personal, social and health education makes a vital contribution to pupils' social skills, cultural development and understanding of healthy lifestyles.

The school regards care, guidance and support as paramount in ensuring that pupils are safe, happy and ready to learn. To this end, highly-effective partnerships with families and health professionals have been established. Rigorous tracking of pupils' progress and personal development pinpoints any concerns immediately. Pupils regarded as vulnerable are allocated personal mentors, who meet with them regularly to review and nurture their progress. This approach is highly successful in removing barriers to learning. Pupils settle into school quickly and move through and on to secondary school smoothly, because of very effective induction and transfer arrangements.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Much of the school's success is attributable to the headteacher's dedication and the commitment of staff. The strong leadership team provides clear vision and direction, sets challenging targets and establishes staff unity in achieving goals. The governing body provides good support by gathering information from stakeholders, classes and subject leaders to enable key governors to hold the school to account.

Robust procedures have been established to monitor the work of the school. Excellent tracking of progress and early intervention prevents underachievement. Regular observations of lessons and scrutinies of pupils' books have been instrumental in raising the quality of teaching and learning. Information gathered from checking the work of the school is incorporated into good strategic planning, which has led to accurate self-evaluation and underpinned improvements in progress and attainment over recent years. Subject leadership has been strengthened, particularly through teamwork. However, limited opportunities for subject leaders to observe learning in lessons makes it harder for them to evaluate the impact of action plans.

Its good safeguarding arrangements are reflected in the school's comprehensive risk assessments and child protection training. The promotion of equality of opportunity is excellent. Discrimination is studiously avoided, stereotyping challenged and gaps in

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performance quickly identified and swift and effective action taken. As a result, any such gaps are closing significantly. The school's excellent engagement with parents and carers secures high involvement of even the most hard to reach families. Outstanding partnerships, involving a plethora of institutions, such as schools, universities, financial services and local businesses, add significant value to pupils' learning and experiences, for example in sports and the arts. The promotion of community cohesion is good overall. It is excellent within school, and is increasingly effective in engaging with the wider community through links with other schools in different circumstances, locally and overseas.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From low starting points, children make good progress towards the early learning goals. Attainment by the end of Reception is rising, although skills are still below average, particularly in aspects of literacy. Children enjoy learning, gain independence and behave safely and considerately towards others. They are beginning to understand the importance of hygiene and healthy diets. The key worker system and excellent relationships with parents and carers, enables children to settle quickly and grow in confidence. Provision and teaching are good. A wide range of stimulating activities is provided, indoors and outside. Adults are particularly adept at intervening in children's play to develop and extend their spoken language and spark their curiosity, for example by observing stick insects through magnifying glasses. Observational assessments are well-established and used to measure children's progress and inform planning, although the next steps are not always clearly identified. Good leadership and management of the Early Years Foundation Stage are evident in teamwork, good-quality training and regular reviews of provision. This helps leaders to ensure that provision meets the needs of all children well.

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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 proportion of questionnaires returned was above average. Parents and carers are highly appreciative of all that the school provides. A very small number of parents and carers expressed concern about the management of unacceptable behaviour but the inspection found that behaviour is good and is managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Webster 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	67	41	33	0	0	0	0
The school keeps my child safe	86	68	39	31	1	1	0	0
My school informs me about my child's progress	83	66	40	32	2	2	1	1
My child is making enough progress at this school	76	60	44	35	5	4	0	0
The teaching is good at this school	78	62	45	36	0	0	0	0
The school helps me to support my child's learning	75	60	49	39	0	0	0	0
The school helps my child to have a healthy lifestyle	68	54	54	43	3	2	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)	55	44	58	46	0	0	0	0
The school meets my child's particular needs	68	54	51	40	3	2	0	0
The school deals effectively with unacceptable behaviour	75	60	44	35	2	2	0	0
The school takes account of my suggestions and concerns	67	53	52	41	0	0	1	1
The school is led and managed effectively	82	65	42	33	0	0	0	0
Overall, I am happy with my child's experience at this school	88	70	35	28	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.



9 March 2011

Dear Pupils

Inspection of Webster Primary School, Manchester, M15 6JU

Thank you for answering the inspectors' questions so politely and helpfully. You were right when you said, 'This is a good school.' Young children settle into school quickly and get off to a good start. Your progress is good in every part of the school and attainment is rising. Although it is still low in English, it is average in mathematics and science by the end of Year 6. The progress you make in reading and mathematics is excellent. Your progress in writing is at least satisfactory and improving quickly. However, you do not have enough opportunities to write at length and improve your work to help you to become better with handwriting, punctuation and using English correctly.

Your school's excellent relationships with parents, carers and others ensure that you are safe in school and are cared for extremely well. Your behaviour is good, attendance is excellent and your understanding of healthy lifestyles is first-class. Good teaching and assessment helps you to improve. The good curriculum makes learning interesting and school enjoyable. School leaders work hard to check your progress and make improvements. This is why your school is so successful.

To help your school to be even better I have asked your headteacher and teachers to help you to improve your attainment in English, especially writing, and to make sure that those of you who find learning easiest are given challenging work in every lesson.

Yours sincerely

Colin Smith

Lead inspector

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