

New Moston Primary School

Inspection report

Unique Reference Number	105432
Local Authority	Manchester
Inspection number	355775
Inspection dates	17–18 March 2011
Reporting inspector	Sarah Drake

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	446
Appropriate authority	The governing body
Chair	Mr Carl Heatley
Headteacher	Mr Robin Partington
Date of previous school inspection	19 November 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 14 different teachers and made several shorter observations. The inspectors held meetings with groups of pupils, members of staff, the Chair of the Governing Body, and parents and carers. They observed the school's work and looked at documentation relating to pupils' attainment and progress, and school management, including safeguarding. The inspectors also took account of the responses to the inspection questionnaires made by 100 pupils and 83 parents and carers.

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

- The progress made by different groups of pupils, with a particular emphasis on writing at both key stages.
- The success with which teachers use assessment information to provide pupils with appropriate levels of support and challenge.
- The effectiveness of the new leadership teams at all levels in driving forward school improvement.
- The success with which the Early Years Foundation Stage provides children with a strong basis on which to build their future learning.

Information about the school

The school is considerably larger than the average-sized primary school. It serves an area on Manchester's north east boundary with Oldham. Most pupils are of White British heritage; the other 15% belong to a range of different minority-ethnic groups. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible to receive free school meals is above average and rising. A smaller than average proportion of pupils has special educational needs and/or disabilities, including those who have a statement of special educational needs.

In 2009 the school achieved the Bronze Eco-school award and gained the local authority's Gold Healthy School status. The headteacher was appointed in September 2009. A new leader for the Early Years Foundation Stage was appointed in September 2010 and a new deputy headteacher was appointed in January 2011.

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

3

Main findings

This satisfactory school provides its pupils with an enjoyable learning experience that sets them on a sound footing for the future. The quality of the provision is clearly improving, with increasing rigour being introduced by the new senior leadership team, particularly related to the assessment of pupils' attainment and expectations of the quality of teaching. However, many of the new systems have yet to become fully embedded into practice so there remain inconsistencies, for example, in the rate of pupils' progress. The self-evaluation strategies now in place have identified the most urgent areas for development but the success criteria for action plans are not yet focussed sufficiently on measurable outcomes for pupils. Much of the responsibility for driving the school forward lies with senior leaders; there is room for others to play a larger part. The school has satisfactory capacity to improve further.

Most children join the Nursery with overall skills below those expected for their age. They make good progress throughout the Early Years Foundation Stage so that the majority join Year 1 with broadly average skills. Attainment levels at the end of Key Stage 2 have risen over the past eighteen months so that now they, too, are broadly average. There has been particular improvement in the progress of older pupils in writing, in response to a whole school focus on this area. Overall, pupils, including those with special educational needs and/or disabilities, make satisfactory progress during their time at the school.

The quality of teaching is consistently good or better in the Early Years Foundation Stage and for pupils in upper Key Stage 2. Elsewhere it is generally satisfactory, with activities that do not always provide all pupils with enough challenge or interest. Imaginative developments to the curriculum are underway and there are strengths in the way that pupils are introduced to each new theme through an exciting starter activity. Attendance levels have risen consistently for the past three years due to the school's efforts in this area and close working with parents and carers. Pupils are polite, enjoy their learning and say that they usually feel safe in school. They have a good understanding of the importance of adopting a healthy lifestyle. Positive relationships with each other and staff create a happy atmosphere in which to learn.

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?

- Increase the rate of pupils' progress, particularly in Key Stage 1 and lower Key Stage 2, by:
 - refining the assessment system so that it clearly shows the progress of individuals and groups from term-to-term throughout the school

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- increasing teachers' accountability for the progress of those in their class
- providing planned opportunities for pupils to develop their basic skills across all subjects
- Improve the quality of teaching so that it is consistently at least good, by ensuring that all teachers provide:
 - suitably challenging tasks for pupils, especially those of higher ability
 - planned opportunities for pupils to be involved actively in their learning
 - marking that gives pupils clear pointers about how to improve their work
- Improve the quality of leadership and management, by:
 - strengthening the usefulness of the school's systems so that they are sharply focussed and have a clear impact on the well-being and progress of each child
 - ensuring that action planning has measurable success criteria related to outcomes for pupils
 - increasing the involvement of leaders at all levels in monitoring and evaluating the progress that pupils make.

Outcomes for individuals and groups of pupils**3**

Pupils settle well at the start of lessons and show interest in learning. They mostly make good use of opportunities to discuss their thoughts and they particularly enjoy role play and practical activities. Behaviour in lessons is generally good but when the pace flags pupils can become restless and in too many classrooms pupils show little active involvement in their own learning. By contrast, older pupils concentrate and organise themselves well, take care with the presentation of their work and many have a clear understanding of what they need to focus on to improve its quality. These pupils in Years 5 and 6, including those with special educational needs and/or disabilities, make good progress, enjoy their learning and achieve well. The satisfactory progress and achievement of the majority of pupils in the school are having a limiting effect on the levels reached by the end of both key stages, which are broadly average. Attainment in reading is a strength for all age groups, due to the good number of volunteers and support staff who provide input in this area.

Pupils appreciate the improvements made to the school over recent months and they are proud to receive awards for good behaviour and learning. They behave well in assemblies but during less structured periods, particularly break times for Key Stage 1, pupils' play can become too boisterous, leading to accidents. Pupils in both key stages say that there are instances of bullying but that, once alerted, staff generally take effective action. Pupils take keen part in physical activities such as competitive sports and street dancing, and they say that the content of their lunch boxes has improved alongside the introduction of the salad bar and healthier school dinners. Those of different ethnicity relate positively with each other and they show empathy with others' needs, for example, the plight of survivors of the Japanese earthquake and tsunami. Pupils have written to parents and carers alerting them to the hazards of careless parking close to school. Pupils are interested in and take time to reflect on ethical issues such as Fair Trade or recycling. The number of persistent absentees has reduced significantly recently. Pupils develop

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satisfactory skills to support their future well-being but do not yet use them to best effect across a range of subjects.

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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3

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?

Teachers generally organise their lessons well with activities that capture pupils' interest and build logically on their prior learning. However, they often provide the same task for all pupils, which can lead to too much challenge for some, and not enough for those who are capable of higher attainment. Sometimes pupils sit listening for long periods rather than becoming active participants in their learning. Teaching assistants provide satisfactory support which helps those who find learning more difficult to sustain their concentration. The best lessons move at a brisk pace with skilful questioning from teachers who use their observations of pupils' work, made as they move round the classroom, to encourage them to think hard about their learning. Some marking is of high quality, providing pupils with clear guidance as to the strengths of their work and what they need to concentrate on next. However, this is not yet consistent throughout the school and there are no clear routines for ensuring pupils respond to the suggestions made.

Ongoing review of the curriculum is adding interest and enjoyment to pupils' learning with, for example, the use of visual images to inspire their writing, and visitors or visits to provide a memorable start to a topic such as the Tudors. However, there are no clearly

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established programmes that enable pupils to apply and develop their basic skills across all subject areas and in real-life contexts. The introduction of items such as Spanish and philosophy for children is successfully broadening pupils' horizons and inspiring curiosity. Residential experiences for older pupils and a good range of extra-curricular activities provide added enjoyment. However, the curriculum for pupils in Year 1 is in stark contrast to the stimulating learning opportunities for Reception children, which makes their transition into Key Stage 1 difficult.

Pupils feel suitably well cared for. The parent-support advisor is successful in working with outside agencies, parents and carers to assist those who are experiencing upset at home or whose attendance is slipping. The breakfast club provides a popular start to the day but the numbers of staff are not always sufficient to ensure good quality care for all pupils, especially those in the Early Years Foundation Stage. The provision for pupils with special educational needs and/or disabilities is improving, with clear systems for planning and review of individuals' progress. Adequate recording takes place of, for example, accidents or meetings related to vulnerable pupils but as yet there is no system to analyse the causes or to track the impact of any subsequent action on pupils' well-being and progress.

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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school leaders at all levels share a common vision and are working together well to bring about improvements. A system is now in place which shows the percentage of pupils each term that are working at the relevant attainment levels for their age and also those that are in danger of falling behind. As yet it does not provide a clear enough picture of the progress made by groups and individuals, especially that made by the more-able pupils. This is also true of pupils' individual folders which have been introduced so recently that the progress meetings held between senior leaders and class teachers to discuss them, have concentrated more on becoming familiar with the system than identifying individual pupils' needs from the information that the folders contain. The headteacher analyses the data on a termly basis, with subject leaders only recently becoming involved in observations of lessons and developing an overview of progress in their area of responsibility. The school's many action plans focus on the correct areas but there is a way to go before they have a full impact on the academic and personal outcomes for pupils because these seldom feature in the success criteria.

As with other leadership teams, the governing body is relatively new. It includes a good mix of skills and experience, and is becoming increasingly well organised and focussed in its activities, so that it can hold the school to suitable account. The arrangements to

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ensure safeguarding are satisfactory overall with good access to training and excellent record keeping in relation to staff's suitability to work with children. All pupils have equal access to activities. The school analyses the attainment of different groups and has put some specific strategies in place to address the weaker areas that the analysis identifies. There is no evidence of discrimination. Parents and carers have adequate opportunities to discuss their children's progress and to find out more about the curriculum. Through its action planning to promote community cohesion, the school is beginning to reach out to other communities and to improve the cohesion within the school so that pupils of different ages have more opportunities to learn and play together.

These are the grades for leadership and management

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

Few children have experience of other settings before they join the Nursery and many arrive with social skills that are well-below expectations for their age. Home visits by staff and good opportunities to familiarise themselves with school life ensure that children swiftly settle into school routines.

All adults have good knowledge of how young children learn and they provide them with many interesting activities that encourage them to explore and experiment. For example, in the Reception unit children took great care when planting in the potting shed, with one firmly saying to another, 'We need water for the soil. The plants are thirsty.' The emphasis that adults place on developing children's independence means that even in unstructured situations they concentrate well on their chosen activities.

Staff make careful observations of individuals' development of skills and use these well when planning activities or questioning children to extend their thinking and understanding. Children take delight in looking through their home-school books, which effectively involve parents and carers in recording their child's progress in partnership with

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staff. The new unit leader and Nursery manager are moving the Early Years Foundation Stage forward with vision, drive and passion, harnessing the skills of all adults and ensuring that assessment data is accurate and used well. Children make good progress in the vibrant, well-resourced, indoor and outdoor environment so that by the end of Reception the majority have developed a delight in learning as well as skills that are broadly as expected for their age.

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 majority of the small percentage of parents and carers who returned the inspection questionnaire expressed positive views of the school, as did those who spoke to inspectors. They find staff approachable and consider that the school keeps their children safe and healthy. The inspectors discussed with the headteacher specific issues that were raised by a few parents. He provided evidence that the school has appropriate systems in place to deal with concerns. Behaviour is of better quality in Key Stage 2 than Key Stage 1 but the school has satisfactory procedures to deal with that which is unacceptable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Moston 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	39	39	47	7	8	3	4
The school keeps my child safe	32	39	45	54	3	4	3	4
My school informs me about my child's progress	22	27	48	58	7	8	4	5
My child is making enough progress at this school	24	29	47	57	6	7	3	4
The teaching is good at this school	22	27	47	57	6	7	2	2
The school helps me to support my child's learning	20	24	48	58	10	12	3	4
The school helps my child to have a healthy lifestyle	31	37	40	48	2	2	5	6
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)	18	22	45	54	4	5	4	5
The school meets my child's particular needs	19	23	46	55	8	10	3	4
The school deals effectively with unacceptable behaviour	20	24	40	48	8	10	8	10
The school takes account of my suggestions and concerns	15	18	48	58	10	12	8	10
The school is led and managed effectively	22	27	41	49	5	6	8	10
Overall, I am happy with my child's experience at this school	24	29	41	49	7	8	6	7

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.



21 March 2011

Dear Pupils

Inspection of New Moston Primary School, Manchester, M40 3QJ

Thank you for welcoming the inspection team when we visited your school recently. We particularly appreciate the helpfulness of those pupils who spoke with us, helping us to understand what it is like to be a pupil at your school. We judge that yours is a satisfactory school and agree with you that there are signs that it is improving.

Children in the Early Years Foundation Stage make good progress in their learning. Pupils in Years 5 and 6 also make good progress, but the progress made by those of you in between is only satisfactory at the moment. This is largely because the teaching is not always planned carefully enough to cater for all your different needs and abilities. Also, the marking does not always give you enough hints on how to improve your work. So, we have asked the senior teachers to make sure that the teaching in every class is as good as the best. Currently, you are working at the expected levels for your age but we think that more of you are capable of reaching the higher levels. We have seen that you are willing learners, that your reading is above average and that your attendance has improved. We also know that you have worked hard to improve your writing, so well done for all this effort!

We are impressed by your enthusiasm to adopt healthy lifestyles. You are polite to visitors and generally behave well in lessons and assemblies but some of the younger pupils in particular can become a bit too boisterous in the playground. Your headteacher and other senior teachers have made lots of changes recently and we are pleased that you say your lessons are becoming more interesting. We have asked the leaders to make sure that all the new systems they put in place really do make a difference to your enjoyment of school and the progress you make. This letter comes with our best wishes for the future.

Yours sincerely

Sarah Drake

Lead inspector

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