

# Mauldeth Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	105426
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	363697
<b>Inspection dates</b>	6–7 April 2011
<b>Reporting inspector</b>	Denise Shields

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Janice Orchard
<b>Headteacher</b>	Mr Andrew Kilcoyne
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Mauldeth Road Withington, Manchester Lancashire M14 6SG
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 18 lessons or part-lessons and these included the observation of 17 teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances may make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. Questionnaires returned by staff and the 162 questionnaires returned by parents and carers were scrutinised.

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

- Inspectors evaluated the rigour of the schools arrangements to monitor and secure improvements in levels of attendance.
- They considered the extent to which leaders and managers, at all levels, can demonstrate the school's capacity for securing sustained improvement.
- The inspection team explored how well children in the Early Years Foundation Stage develop their skills in all areas of learning in the outside area.

## Information about the school

This is a larger than average-sized primary school. Nearly three quarters of the pupils are from a range of minority ethnic heritages. Around two thirds of these speak English as an additional language, with most at an early stage of learning English. This is much higher than average. A very small proportion of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well-above average. An above-average proportion of pupils are assessed as having special educational needs and/or disabilities. The school has achieved the Basic Skills Quality Mark, Activemark and Eco School Silver awards.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Mauldeth Road is an outstanding school. Leaders and managers are highly effective. This is a major factor in the success of the school. There is a very firm focus on securing the best possible experiences for all pupils to promote their academic and personal development and to lift their aspirations. Self-evaluation is excellent and robustly establishes links with and drives future development planning. The impact of actions taken to tackle key priorities is carefully evaluated. Since the previous inspection, almost every aspect of the school's work has improved and the areas identified for improvement have been successfully addressed. As a result, the school demonstrates an outstanding capacity for sustained improvement.

Outstanding arrangements promote community cohesion and equal opportunities and help the school to tackle any potential discrimination. The school's extensive partnerships with an exceptionally wide range of organisations have a significant impact on pupils' all-round education and ensure that excellent care and support are provided for pupils and their families. These are just some of the reasons why pupils grow so much in confidence and self-esteem and learn to value others. Many aspects of pupils' personal development are outstanding. For example, spiritual, moral, social and cultural development is excellent. Pupils make an exceptional contribution to the school and wider communities. The very welcoming and caring atmosphere, within which pupils are highly valued, ensures that from the Nursery onwards, pupils feel extremely safe, happy and behave exceptionally well. Attendance is average. Rigorous arrangements to monitor and promote attendance have resulted in a significant reduction in absenteeism.

Children in the Early Years Foundation Stage have a good start to their education. They enjoy learning and achieve well. In the main, learning areas are well resourced but occasionally, the range of activities that children can choose for themselves both indoors and outside is too narrow, and their purpose is not always sufficiently clear. This restricts the chances children have to choose to learn independently and, consequently, sometimes their progress slows.

Teaching is never less than good and is frequently outstanding. The excellent curriculum is rich and meaningful for pupils, with lots of varied activities that promote their enjoyment of learning. There are plentiful opportunities for pupils to practise and enhance their basic skills in a wide range of subjects. Consequently, pupils make outstanding progress. By the end of Year 6, their attainment is above average in English and mathematics. Significantly more pupils than average attain higher levels in these subjects. Taking account of pupils' varying needs, abilities and the high proportion who speak English as an additional language, this represents outstanding achievement.

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## What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by ensuring that a wider range of purposeful activities that children can choose for themselves, covering all areas of learning, is consistently available indoors and outside.

## Outcomes for individuals and groups of pupils

**1**

Overwhelmingly, pupils say that they enjoy learning. The vast majority are very well motivated and show high levels of concentration. Most pupils work enthusiastically with a partner or in groups and this is helping them to become confident learners. Almost all pupils try their best at all times. Nearly all pupils, even the very youngest, are keen to help and support each other. A notable feature is the help pupils give to those who are new to the school, or who are at an early stage of learning English. This has a positive impact on their achievement and enjoyment of learning.

Pupils' achievement is outstanding. Just recently, the profile of children's skills on entry to Nursery has changed and is typically below what is expected for their age. For pupils currently in Key Stage 2, their start points were well below expectations. Pupils with special educational needs and/or disabilities make excellent progress because of the very sensitive and effective guidance they receive from all adults who help them. The emphasis on developing all pupils' language and communication skills is highly effective. As a result, pupils make rapid progress, especially those who speak English as an additional language or are at an early stage of learning English. Work is tightly matched to pupils' needs and abilities and pupils say they learn a lot in their lessons. Consequently, their progress is never less than good and is often outstanding.

Pupils' have an excellent understanding of diversity both in Great Britain and other societies abroad. Their awareness of environmental issues is very strong. Pupils state very confidently that their views are listened to and acted upon and that they are able to contribute to the school's improvement. The vast majority of pupils have a good knowledge of how to live healthy lifestyles. The school successfully equips pupils with excellent life-skills, increases their self-confidence and develops their enjoyment of learning. By the time they leave at the end of Year 6, pupils are mature self-assured young citizens. These very strong personal qualities, together with their above-average basic skills and average attendance levels, prepare them well for their next stage of learning.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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?

The overall quality of teaching is outstanding and a key strength is the friendly relationships that are evident in all lessons. This gives pupils the confidence to tackle new tasks and to ask for help when they need it. In the very best lessons, the use of practical activities, information and communication technology (ICT) and extremely skilful questioning engages pupils' interest and extends their knowledge and skills. In almost all lessons varied opportunities are provided for pupils to talk in pairs and small groups; this successfully promotes their speaking and listening skills. Teaching assistants provide carefully tailored guidance for those who find learning more difficult or who are at an early stage of learning English. All teachers have high expectations of what pupils can achieve. This is reflected in the exceptionally high standard of presentation of work in pupils' books. Just occasionally, teachers talk for too long and sometimes tasks are over-directed. High-quality assessment information is used consistently well to ensure that the needs and abilities of all groups are met. Pupils say that their learning targets and written feedback from their teachers help them to understand how well they are doing and how to improve their work.

The curriculum is rich and very carefully organised to suit the learning, physical and emotional needs of all pupils including those with special educational needs and/or disabilities. This allows pupils to achieve exceptionally well academically and in their personal development. Themed events, such as 'aspirations week' make a strong

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contribution to broadening pupils' horizons. Opportunities to gain first-hand experience, for example through educational visits and visitors, are very effectively integrated with pupils' work and have a significant impact on raising their self-confidence. An extensive range of activities beyond lessons, as well as the opportunity to learn Spanish, are all greatly enjoyed by pupils.

All adults know pupils extremely well. Consequently, pupils have complete confidence that there is an adult to turn to if they are sad or troubled. Overwhelmingly, pupils say adults will always listen to them. There is excellent help for individuals, including for those whose circumstances may make them vulnerable and for those with special educational needs and/or disabilities. This has led to impressive improvements in their attendance, learning, behaviour and self-esteem. The school works exceptionally hard to encourage parents and carers to ensure their children attend school regularly. This relentless focus has brought about steady improvement. Arrangements are effective to help pupils move from year group to year group and then onto secondary school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The pursuit by the headteacher to secure the best possible opportunities for all pupils in order to broaden their horizons is exceptional. It enables pupils to make the most of their time at Mauldeth Road. His commitment to the school is shared by all who work there. Morale is very high. Senior and middle leaders and managers are extremely capable. Systems to monitor and evaluate the school's work and to track pupils' progress are very detailed and robust. Consequently, everyone has a very clear picture of the school's performance and what needs to be done to secure improvement.

Governors work closely with the school. They provide effective support and are not afraid to ask challenging questions. They are fully involved in shaping the future direction of the school and monitor the quality of provision well. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Safeguarding arrangements are particularly well integrated into the curriculum and so pupils have an excellent awareness of how to keep themselves safe.

Excellent arrangements promote equal opportunity and help the school to ensure no groups are subject to discrimination or achieve less well than others. As a result, the school is a very happy, harmonious community in which to work and learn. The numerous very positive views expressed by pupils, staff, and parents and carers confirm this. Community cohesion is outstanding, with significant strengths within the school's community and the immediate local area. The school provides excellent opportunities to

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extend pupils' understanding of national and global communities. Many and varied partnerships with other schools, community and religious groups, as well as external organisations, help to improve the quality of pupils' education and support their well-being exceptionally well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children are warmly welcomed into the Nursery and Reception classes. Good liaison with parents and carers and effective induction arrangements ensure that children settle quickly and follow routines. Children are cared for exceptionally well. As a result, they have very trusting relationships with adults, behave extremely well, play happily together and enjoy learning. Teaching and learning is good and so children make good progress. Effective support and teaching, by the bilingual teachers and assistants, enable children who are at an early stage of learning English to make the same good rate of progress as their friends.

Overall, there is a good range of planned activities that has an appropriate balance between those that children can choose for themselves and those led by an adult. However, occasionally, too much emphasis is placed on teaching the whole class and this limits children's opportunities to develop their independent learning skills. Sometimes, both indoors and outside, the range of activities is not wide enough and tasks do not always have a clear enough purpose. Consequently, on these occasions children's learning is more limited. The leadership and management of the Early Years Foundation Stage are good. All adults work together effectively as a team. Leaders have a good view of what to do next to develop the phase further.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Inspectors received an above-average response to the inspection questionnaire. Almost all of the parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. A few parents and carers consider that the school does not ensure their children are well prepared for the future. Through their extensive review of the school's records and discussions with pupils and staff, the inspectors found the school has efficient arrangements to prepare pupils for their next stage of learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mauldeth Road 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 348 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	69	47	29	1	1	1	1
The school keeps my child safe	113	70	48	30	0	0	0	0
My school informs me about my child's progress	79	49	74	46	7	4	0	0
My child is making enough progress at this school	79	49	75	46	4	2	2	1
The teaching is good at this school	92	57	67	41	0	0	0	0
The school helps me to support my child's learning	69	43	81	50	7	4	0	0
The school helps my child to have a healthy lifestyle	72	44	87	54	1	1	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)	75	46	65	40	12	7	1	1
The school meets my child's particular needs	73	45	79	49	2	1	1	1
The school deals effectively with unacceptable behaviour	72	44	83	51	2	1	0	0
The school takes account of my suggestions and concerns	58	36	87	54	6	4	0	0
The school is led and managed effectively	95	59	62	38	2	1	0	0
Overall, I am happy with my child's experience at this school	99	61	57	35	3	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



8 April 2011

Dear Pupils

**Inspection of Mauldeth Road Primary School, Manchester, M14 6SG**

Thank you for helping with the inspection of your school. You were all very friendly and helpful and your views and those of your parents or carers helped the inspection team to come to the judgement that your school is outstanding. These are some of the things with which we were really impressed.

- You all behave extremely well and get along with each other.
- You told us you have lots of activities after lessons, interesting visits and visitors, and these help you to learn many new things. We agree.
- You also told us that your teachers make lessons interesting and the work they give you is just right for you. We agree. As a result, you all make excellent progress and your achievement by the time you leave at the end of Year 6 is outstanding.
- Those of you who sometimes find learning more difficult, or are just starting to learn English, have lots of really good support and help.
- You told us that all the adults care for you tremendously well and this helps you to feel extremely safe and happy at school. We agree.
- Your headteacher, other staff and governors know the school very well and they are extremely good at finding ways to make your school even better.
- The children in the Nursery and Reception classes have a good start to their education. They enjoy learning, but sometimes there are not enough fun activities for them to choose from indoors and outside. We have asked your school to make sure there are always lots of exciting tasks for children to try for themselves.

Thank you again for helping with the inspection. Please keep trying your best at all times.

Yours sincerely

Denise Shields

Lead inspector

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