

# Barton Moss Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105919
<b>Local Authority</b>	Salford
<b>Inspection number</b>	355862
<b>Inspection dates</b>	27–28 April 2011
<b>Reporting inspector</b>	Melvyn Hemmings

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>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Annette Drury
<b>Headteacher</b>	Ms Kelly Morgan
<b>Date of previous school inspection</b>	16 June 2008
<b>School address</b>	Trippier Road Brookhouse Es, Peel Green Eccles, Lancashire M30 7PT
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## Introduction

This inspection was carried out by three additional inspectors who visited 12 lessons or parts of lessons. The inspectors observed nine teachers and held discussions with members of the governing body, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, 20 responses to parents' and carers' questionnaires were received and analysed.

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

- How successfully the school is seeking to accelerate progress and raise achievement in writing and mathematics.
- The extent to which the school has improved the use of assessment, including marking, to better support pupils' learning.
- The impact of high mobility on attainment at the end of Year 6.
- How effectively the considerable upheaval in staffing is being managed to minimise disruption to pupils' learning.

## Information about the school

Barton Moss is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is above average. Most pupils are of White British heritage. The proportion of pupils who start or leave school other than at the normal time of the year is above average. There has been considerable disruption to staffing since September 2010, including senior leaders, mainly due to staff leave of absence. The school has gained the Inclusion Quality Mark and is also an accredited Healthy School.

**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

Barton Moss provides a satisfactory quality of education. It is a caring and friendly school in which to learn. In the absence of several senior leaders, including the headteacher, the interim leadership has ensured the school has maintained stability and minimised disruption to pupils' learning. The school has made satisfactory improvement since the last inspection, such as by introducing a whole-school marking policy and providing staff with training in the use of assessment to support learning. These initiatives have contributed to a rising trend in attainment over the last two years. Nevertheless, there are inconsistencies between classes in the quality of marking and the use of assessment to meet pupils' individual needs. The monitoring and evaluation of teaching is not rigorous enough to iron out these inconsistencies. Self-evaluation is broadly accurate but lacks precision in checking the progress of different groups. As a result, the setting of challenging targets for improvement is no better than adequate. Governors are supportive of the school and ensure that safeguarding arrangements are rigorous. The pastoral care and support for pupils are strong and contribute positively to their personal and social development. The school's track record since the last inspection indicates there is satisfactory capacity for further improvement.

Children have a good start to their education in the Early Years Foundation Stage and make good progress. Throughout the rest of the school, progress is satisfactory overall. Pupils with special educational needs and/or disabilities, many of whom join during the year, make the same progress as other pupils because of the extra support they receive. In the last two years, pupils have reached broadly average standards in English and mathematics by the end of Year 6. Writing is a weaker aspect of pupils' performance in English, particularly in writing at length using correct grammar, punctuation and spelling. In mathematics pupils have sound basic calculation skills but are not adept in applying these to solve real-life number problems. Pupils' understanding of some key mathematical ideas, including area and capacity, lacks sufficient depth.

The curriculum is enriched by a variety of activities, including extra-curricular clubs and educational visits. Teaching has many strengths but is not consistently strong enough to increase progress to good overall. In some classes, the activities provided do not always effectively challenge groups of different ability. Pupils behave well and have positive attitudes to learning. Relationships are good and contribute to the friendly atmosphere throughout the school.

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.

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

- Raise attainment in writing and mathematics by:
  - improving pupils' skills in writing correctly constructed sentences and their ability to write at length to express their ideas
  - deepening pupils' understanding of key mathematical ideas and improving their ability to solve number problems
  - ensuring that teachers use assessment information consistently to effectively challenge different groups of pupils
  - improving the quality of marking so that pupils are clear about what they need to do to improve.
- Improve leadership and management by:
  - checking more carefully the performance of different groups of pupils to enable challenging targets for improvement to be set
  - rigorously evaluating teaching to identify specific areas for improvement and ensuring that teachers respond to them.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory, considering their skills on entering school which are below those expected for their age, particularly in language and social development. They enjoy their activities and collaborate well to complete tasks. This was evident in an English lesson for pupils in Year 5 in which they were working in groups to create a poster to persuade people to buy a chocolate bar. Pupils are willing to listen to the views of others and respect them, even when they are different to their own. They have satisfactory reading skills and speak clearly. Pupils' sentence structure lacks accuracy and they do not show expertise in writing at length to convey their ideas. Their basic mathematical calculation skills are secure but they are not proficient in using these to solve number problems in real-life contexts. There is no significant difference between the achievement and the learning of different groups.

Pupils have a good understanding of what might be an unsafe situation and say they feel safe and secure in school. Their cultural development is enhanced by links with a nearby school that has pupils from ethnic and social backgrounds different to their own. Pupils are keen to take part in physical exercise and have a good understanding of the impact that an unbalanced diet has on their bodies. They enthusiastically take on responsibilities, such as a school councillor, special friend or peer mediator. In so doing, they add to the life of the school. Beyond the school, they raise money for local charities and take part in events such as the Big Sing. Pupils' average attendance and the way they are making satisfactory progress in gaining basic skills mean they are soundly prepared their future lives.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

Teachers have secure subject knowledge and are able to explain new ideas clearly. They manage classrooms well so that pupils are engaged in their work and little time is lost. Adults promote good relationships, which lead to classrooms being friendly places in which to learn. Not all teachers consistently use assessment information to set challenging work that matches the abilities of different groups of pupils. This restricts the progress that they make. The quality of marking is variable and does not always make clear to pupils how they might improve. Staff work well together to make sure that pupils who join classes during the year make the same progress as other pupils. Teaching assistants are deployed appropriately to support pupils, especially those with special educational needs and/or disabilities.

The curriculum is enlivened by a variety of extra-curricular activities, including sports, art and music clubs. Visits to places such as the Manchester Museum of Science and Industry extend pupils' learning and widen their horizons. There are limited opportunities for pupils to practice and extend their literacy skills by writing at length across the curriculum. Partnerships with others, including the local high school, add to pupils' learning, especially in sport and drama. The programme for personal and social development contributes well to pupils' progress in this aspect of their learning. This is reflected in the gaining of Healthy School status.

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All staff are committed to the care and well-being of pupils and know what to do if they have concerns about the welfare of a pupil. Transition arrangements are good throughout the school, which is important, taking into account the high mobility rate of pupils. The support for pupils who face challenging personal circumstances plays an important and effective role in promoting their learning and development. The school gives pupils clear guidance about how to live healthily and stay safe. Well-developed links with outside agencies ensure extra support for individual pupils is available if required.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders work well together to enthuse staff and there is a shared vision for school improvement. Senior leaders have driven improvement since the last inspection by tightening assessment procedures in the Early Years Foundation Stage, increasing opportunities for the professional development of all staff and improving the effectiveness of subject leaders. The acting headteacher provides clear educational direction and ensures that temporary teachers, covering for absent staff, follow school policies and procedures. This has minimised any disruption to pupils' learning. The governing body is satisfactory and ensures that staff and pupils are safe. Governors are supportive of the school but not fully involved in evaluating its performance. The promotion of equality of opportunity is satisfactory. No form of discrimination is tolerated and the school's work in this area has been recognised by it gaining the Inclusion Quality Mark. Nevertheless, the procedures for checking the performance of different groups are not rigorous enough to enable challenging targets for improvement to be set. Leaders observe lessons but areas for development are not specific enough and are not always rigorously followed up to see if they have been acted upon successfully. The school has rigorous procedures to ensure the safeguarding and welfare of pupils. It makes sure that staff have high quality training, particularly in child protection.

The school has sound partnerships with others, including Salford Leisure Services and a local theatre company. This enables the school to extend pupils' learning and development in sport and drama in ways it could not do on its own. Leaders promote community cohesion well within the school and local community so that relationships are harmonious. The school is working to strengthen this aspect of its work by developing links with a range of groups beyond the immediate community. The school has positive relationships with parents and carers and takes due account of their concerns and suggestions. They particularly appreciate the family learning sessions which help them support their children's learning at home.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children achieve well across the areas of learning because teaching is consistently good. Staff have a good understanding of children's needs and provide a stimulating range of activities that are often based on children's own interests and experiences. They use ongoing assessments of children's progress effectively to set the next steps in learning. Children are encouraged to make choices for themselves and this contributes positively to their development as independent learners. Behaviour is good and children show a great deal of enjoyment in their learning. This was particularly evident during their enactment of the Royal Wedding and the following garden party. In this friendly setting, children willingly share resources and take turns fairly. Children with special educational needs and/or disabilities are given extra support to make sure they make the same progress as others.

The curriculum is extended by a variety of enrichment activities, including a visit to the Abraham Moss Theatre to watch a pantomime. The outdoor area is organised well and provides a stimulating environment in which to learn. It is in use throughout the day but there is a lack of emphasis by staff on encouraging children to choose activities provided to help develop their writing skills. The leader carefully monitors safeguarding arrangements to ensure children's safety and well-being. Parents and carers say that staff are approachable and keep them informed of their child's progress and how they can support learning at home.

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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

The proportion of parents and carers returning completed questionnaires was below average. The majority were positive about the school's work and the efforts of all staff. There was no significant trend of negative views. Discussions with parents and carers reinforced the views expressed in questionnaires. Inspection judgements support the positive views of parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Barton Moss Community 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	60	8	40	0	0	0	0
The school keeps my child safe	10	50	10	50	0	0	0	0
My school informs me about my child's progress	11	55	9	45	0	0	0	0
My child is making enough progress at this school	10	50	9	45	0	0	1	5
The teaching is good at this school	13	65	7	35	0	0	0	0
The school helps me to support my child's learning	10	50	9	45	1	5	0	0
The school helps my child to have a healthy lifestyle	8	40	11	55	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)	7	35	11	55	1	5	0	0
The school meets my child's particular needs	9	45	10	50	1	5	0	0
The school deals effectively with unacceptable behaviour	9	45	11	55	0	0	0	0
The school takes account of my suggestions and concerns	10	50	9	45	1	5	0	0
The school is led and managed effectively	11	55	9	45	0	0	0	0
Overall, I am happy with my child's experience at this school	13	65	6	30	1	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



29 April 2011

Dear Pupils

**Inspection of Barton Moss Community Primary School, Eccles, M30 7PT**

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is satisfactory and that:

- you make satisfactory progress and, by the end of Year 6, attain average standards in English and mathematics
- you behave well and enjoy coming to school
- staff make sure you are safe in school and on visits
- the curriculum is helpfully extended by visits to places such as the Museum of Science and Industry in Manchester
- children in the Nursery and Reception classes achieve well
- the school helps you to be healthy
- the headteacher, staff and governors are working hard to help you do better.

This is what we have asked your school to do now:

- raise attainment in writing and mathematics, such as by improving your ability to write accurately at length and deepening your understanding of important mathematical ideas
- check more carefully the quality of teaching and the progress of different groups of pupils.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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