

Baguley Hall Primary School

Inspection report

Unique Reference Number	105485
Local Authority	Manchester
Inspection number	355782
Inspection dates	4–5 July 2011
Reporting inspector	John Heap

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	360
Appropriate authority	The governing body
Chair	Mr Jerry Grant
Headteacher	Mr John McKie
Date of previous school inspection	10 March 2008
School address	Ackworth Drive Manchester Lancashire M23 1LB
Telephone number	0161 9982090
Fax number	0161 9454327
Email address	head@baguleyhall.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. Sixteen lessons, or parts of lessons, were observed and 12 teachers seen. Meetings were held with parents and carers, groups of pupils, members of the governing body, staff and members of the local authority. Inspectors observed the school's work and looked at a wide range of documents including school improvement plans, minutes of meetings, the tracking of pupils' achievement and a range of documents relating to safeguarding pupils and adults. The number of parents' and carers' questionnaires returned amounted to 36.

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

- Whether attainment in writing is high enough for the most able and progress good enough.
- The quality of teaching and provision to ensure that they are sufficiently challenging and focused to enable all groups of pupils to make strong progress.
- Whether attendance is being addressed effectively and is having an impact on pupils' achievement.
- How well the school is promoting and developing pupils' knowledge and understanding of cultural issues.
- The ways that leaders and managers have driven improvement and identified future plans.

Information about the school

This school is larger than the average sized primary school. It serves a mainly White British population and has small groups of pupils from a range of minority ethnic heritages. The proportion of pupils known to be eligible to free school meals is well above average. A small number of pupils are looked after by the local authority. A very small proportion of pupils are refugees and asylum seekers and some pupils are at the early stages of learning to speak English. An above average proportion of pupils have special educational needs and/or disabilities. The school has successfully achieved the Healthy School status.

The Early Years Foundation Stage is provided for in two Nursery classes and three Reception classes. Key Stage 1 has three classes of mixed Year 1 and 2 pupils. Key Stage 2 has three classes of mixed Year 3 and 4 pupils and three classes of mixed Year 5 and 6 pupils.

Since the previous inspection the school has become part of a hard federation with a local primary school and high school. The federation has a single governing body.

Extended provision includes: before- and after-school clubs run by the governing body; parental support; and adult learning.

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 is a satisfactory school. Strengths include: improving attainment and progress in the good Early Years Foundation Stage and in Years 2 and 6; pupils' strong contribution to the school community and their good knowledge of how to stay healthy and safe. Good care, guidance and support, including the sound breakfast and after-school clubs, effective partnerships with a range of external bodies, such as the federated high school, and strong safeguarding procedures are all supporting families and helping to improve attendance and behaviour. Consequently, parents and carers who returned questionnaires and pupils say that school is an enjoyable place to be.

When children enter the Nursery their attainment is mainly below that typical for their age, particularly in language, personal and social skills. Effective provision in the Nursery and Reception classes give children a good start. They progress well and most rapidly in language and personal development. Progress is satisfactory in Key Stages 1 and 2 and by the age of 11 current attainment is broadly average in mathematics and reading but below average in writing. This is because there is a lack of consistency in the way that individual writing targets are set; marking does not always make it clear whether these targets have been met and not enough writing is done in other subjects. Results in national tests have improved strongly over the last two years and progress measures in 2010 were better than the national norms. Moreover, these outcomes now exceed the least level of attainment set nationally by the government. Achievement is satisfactory, at least, for all pupils, including those with special educational needs and/or disabilities.

Teaching is satisfactory but it is not yet good throughout the school and there are inconsistencies in the way that data and lesson observations are used to improve pupils' progress. The curriculum is satisfactory overall with strengths in the promotion of pupils' personal development and visits to extend their horizons.

Subject leadership and governance, whilst satisfactory, are at an early stage of contributing to the burgeoning drive for improvement. In particular, the leadership roles of staff and the governing body in monitoring and evaluating outcomes for pupils and school performance are underdeveloped and subject coordinators have too few opportunities to monitor lessons. Nevertheless, since the previous inspection there has been sound improvement although the rate of progress has been mixed. Attainment and achievement are rising although faster in mathematics than in English. Attendance has improved and is now broadly average. Consequently, given the school's mostly accurate self-evaluation and the improvements already secured in pupils' outcomes, the capacity to improve is satisfactory.

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 to at least average by:
 - improving the quality and consistent use of academic target-setting for individual pupils
 - marking more rigorously to the targets set
 - increasing the use and development of writing skills across the curriculum.
- Fully develop the leadership roles of staff and the governing body in monitoring and evaluating outcomes for pupils and the school's performance by:
 - being much more rigorous in reporting pupils' learning and progress when observing lessons
 - providing subject leaders with the time and skills to have a full impact on their subject across the school
 - developing the governing body's knowledge, understanding and procedures for independently evaluating the work of the school.

Outcomes for individuals and groups of pupils

3

Overall, pupils' achievement, enjoyment of learning and progress are satisfactory. All groups of pupils, including those with special educational needs and/or disabilities, progress soundly and meet the targets set for them. In the lessons observed pupils' learning and progress were at least satisfactory. Consequently, pupils are soundly prepared for the future. Good learning and progress were seen in the Year 5/6 classes and this is confirmed in the pupils' books and the most recent data showing clear gains in attainment. In these effective lessons pupils show good basic skills, enjoy challenging work and exhibit good attitudes to learning. In a Year 5/6 writing lesson pupils showed a good knowledge and understanding of how and when to use different tenses and a range of opening statements. In mathematics lessons pupils worked systematically and accurately to find rules based on multiples of three, four, five and nine. They responded well to challenging questioning and between activities practised their number skills. Where learning and progress are satisfactory rather than good, pupils are less sure of how to use their basic skills accurately and assessment is not used well enough to accelerate pupils' progress

By the end of Year 6 current attainment is broadly average in mathematics and reading, with writing being below average. This is a better picture than past results in national tests which until recently have been well below average. Current data and inspection observations confirm the rising trend and early indications from the 2011 national tests support this picture of improvement, particularly in mathematics for the most able pupils. This reflects the good level of priority ascribed to mathematics by leaders and managers.

Moral and social development is strong. As a result, the vast majority of the pupils behave well, relationships are very good and attendance is improving. Pupils' knowledge and understanding of diverse cultures are extended through joint initiatives with a school in Zambia although the pupils' understanding of different cultures in their own society is less well developed. Pupils have a good understanding of the importance of exercise and healthy eating. Pupils make a good contribution to the school's daily work through, for

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instance, older pupils making a priority of looking after the youngsters; the work of the school council; and their responsibilities around school, such as being 'buddies' and monitors. Moreover, there is an increasing contribution to the local and more distant communities through work with local senior citizens, singing carols and fundraising at a local store.

These are the grades for pupils' outcomes

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

Teaching varies between satisfactory and good. In the majority of lessons seen teachers have good relationships with their pupils and manage them well so that there are few disruptions to learning. Teachers use assessment well to set targets but there are inconsistencies in the way these targets and marking are used to involve pupils in knowing what they need to do next to enable them to improve. For example, single targets stuck in the front of books do not provide a clear picture for guidance and the absence of 'achievement dates' means that the rate of pupils' progress is not as clear as it might be. Teachers have a satisfactory awareness of the need to continually provide opportunities to develop pupils' language and communication skills. Good use is made of the specialist modern foreign languages skills of school staff and teachers from the federated partner high school. Teaching assistants confidently work with small groups and make a good contribution to pupils' learning.

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The curriculum contributes well to pupils' personal development and supports pupils' enjoyment, well-being and knowledge of how to live in a community. External providers and facilities make a sound contribution to pupils' learning. For example, the Enterprise Days provide opportunities for pupils to use problem solving skills in practical activities. Visits and visitors, such as to the mosque in Didsbury and local trips to the church and parks, broaden pupils' experiences. Specialist links with staff at the federated high school provide extension work in performing arts and mathematics for the gifted and talented. Pupils say they value these activities. Pupils with special educational needs and/or disabilities benefit from a range of supportive provision, such as one-to-one tuition. However, opportunities are missed for pupils to use their writing, mathematical and information and communication technology (ICT) skills in other subjects. For instance, in some classes the use of worksheets limits writing experiences and progress.

Pupils, parents and carers agree that this is a caring school. Relationships with adults are very good and pupils know who they can approach if they have a problem and get help when they need it. The strong work of the family support worker means that families receive good quality advice when necessary. Those pupils who are potentially vulnerable due to their circumstances are identified early and supported successfully. Consequently, pupils feel secure in school. Good, robust monitoring and actions to improve attendance and behaviour have resulted in significant improvements. These have included many rewards and, when necessary, applying the law. Attendance remains a focus for the school; there are striking examples of significant gains, such as one pupil's attendance rising from 58% to 100%. The success can be attributed to the provision of an attendance course which successfully raises the self-esteem of pupils and their families.

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	2

How effective are leadership and management?

The headteacher, together with the senior leadership team, has led a positive drive to raise attainment since the last inspection. Leaders and managers have identified accurately mathematics as a priority and interventions have proved most successful. However, there is no complacency and all understand that the school needs to continue improving. Morale is high and there is a shared commitment to seek appropriate and accurate evidence, make plans for improvement and be thorough in monitoring and evaluation. However, some of the current practices lack sufficient rigour and subject leaders do not have enough time to monitor teaching and learning or pupils' work. Lesson observations completed have focused too much on the performance of the teacher and not on the quality of learning taking place. This has led to inconsistencies in teaching and

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learning not being fully eradicated. Improvement plans focus on the correct priorities but the success criteria do not make precise enough use of data to measure success.

Safeguarding procedures are good. Management responsibilities are clearly set out and are up to date and effective. The site is secure. Potentially vulnerable pupils are monitored robustly and outside agencies are speedily involved when necessary. The governing body provides sound support for the school. It has not fully developed the skills and knowledge required for evaluating the school independently. However, it is less reliant on information supplied by others, such as managers and the local authority, helping it to be more challenging of leaders. The governing body ensures satisfactory breakfast and after-school facilities which are appreciated by families. Attendees come from all year groups and the provision is managed and resourced adequately.

The promotion of community cohesion is satisfactory. There is no evidence of disharmony among the various small groups in the school. Recent initiatives with the federated high school are broadening the provision, such as the links with a school in Zambia and the visits made by staff from both schools. The developing curricular links in ICT, such as video conferencing, are going some way to improving the use of technology across the curriculum. Leaders and managers do not tolerate discrimination and the very rare occurrences of inappropriate language are promptly dealt with and reported. Improvements in the use of data mean that the school has a much clearer view of pupils' needs, which allows them at least satisfactory equality of opportunity and access to all that is going on.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The children really enjoy school and make good progress. Social skills develop particularly well so that they share in the learning effectively and are becoming confident. Children are

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lively and stay safe. They benefit from a strong emphasis on health, hygiene and social development, such as the importance of cleaning teeth and eating together at the 'family-style' lunch. Behaviour is very good and children play together very amicably and share resources fairly. When adults ask them to listen or allocate tidying-up tasks they respond positively, quickly and listen attentively. Children are given an effective grounding in the basic skills necessary for future good learning. Relationships are very strong and this helps the adults provide effective support for the children and for each other.

Overall, teaching is good and occasionally outstanding. The indoor area is extremely stimulating with a good range of resources and some excellent displays which reflect the breadth of the curriculum. The outdoor area, whilst providing opportunities for all areas of learning, would benefit from some improvements, such as refurbishing the 'cycle' track. Good practice is evident in observing, assessing and recording children's learning. Children's records (learning journey booklets) are good and give a clear view of progress. Leadership is effective. There is a strong team working together purposefully. Members are rightly proud of the hard and effective work that they do and the recent improvements in provision, such as the stronger focus on children's learning and progress. Secure links are forged with parents and carers and transition procedures and practices are good. A very small number of children attend the sound breakfast club. The children benefit from the interactions with the more mature pupils. These older pupils are keen to look after the youngsters and talk about it being part of their 'duty'.

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

A small proportion of parents and carers returned completed questionnaires. The large majority of returns were positive about the school's work. A very small minority of parents and carers had concerns about several of the issues. These issues were investigated and in all cases inspectors judged that none of them was less than satisfactory. A few returns had written comments including positive comments. Two other concerns were raised:

- the effects on the teaching and learning of classes having more than one year group
- some examples of challenging behaviour.

Again, these were investigated by inspectors. None of the teaching and learning was inadequate and much was of a good standard. In a very few classes a small minority of pupils exhibited challenging behaviour that was dealt with at least adequately. Behaviour around the school was satisfactory overall and often good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baguley Hall 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	58	15	42	0	0	0	0
The school keeps my child safe	22	61	14	39	0	0	0	0
My school informs me about my child's progress	20	56	15	42	1	3	0	0
My child is making enough progress at this school	17	47	18	50	1	3	0	0
The teaching is good at this school	19	53	16	44	1	3	0	0
The school helps me to support my child's learning	18	50	16	44	2	6	0	0
The school helps my child to have a healthy lifestyle	14	39	20	56	2	6	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)	10	28	22	61	2	6	0	0
The school meets my child's particular needs	13	36	22	61	1	3	0	0
The school deals effectively with unacceptable behaviour	9	25	24	67	3	8	0	0
The school takes account of my suggestions and concerns	12	33	19	53	1	3	1	3
The school is led and managed effectively	16	44	17	47	1	3	1	3
Overall, I am happy with my child's experience at this school	16	44	19	53	1	3	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).

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">■ 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.



6 July 2011

Dear Pupils

Inspection of Baguley Hall Primary School, Manchester M23 1LB

On behalf of the inspection team may I thank you for your warm welcome, courtesy and the help you provided. We think that your school gives you a satisfactory quality of education.

What we really liked about your school:

- the good progress that children are making in the Nursery and Reception classes
- your enjoyment of school that is reflected in rising attendance
- most of you behave well and develop good relationships with the staff
- your contributions to the effective, safe and caring ethos in the school, particularly the help older pupils give to the younger ones
- the improvements in your skills in Year 6
- the good range of activities that enrich your curriculum, such as those that are provided by partners like the local high school
- the way that leaders and managers have worked hard to make sure that you are safe.

To make your school even better we have made the following recommendations.

- We have asked your school to continue to expect more from you all, but most particularly in writing. This will help to raise standards in English. In particular, we have requested that learning targets are set out for longer periods, are dated when met and lead to marking that consistently tells you how you are doing and what you need to do to improve further. More writing in other subjects would also be useful. I know that you will all want to help by always doing your best work and following the advice from your teachers.
- We have asked the school's leaders and managers to form a clearer view of how well the school is doing. This will be done through watching more lessons, seeing lots of your books and concentrating on how well you are learning.

The inspection team wish you well for the future. Have a great summer.

Yours sincerely

John Heap

Lead inspector

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