

Aspinal Primary School

Inspection report

Unique Reference Number	105390
Local authority	Manchester
Inspection number	377236
Inspection dates	16–17 November 2011
Reporting inspector	Barbara Flitcroft

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	216
Appropriate authority	The governing body
Chair	D Mythen
Headteacher	Neil Flint
Date of previous school inspection	11 February 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons taught by 10 teachers and held meetings with groups of pupils, representatives of the governing body, parents, carers and staff. Inspectors observed the school's work, and looked at a range of documentation including: the school improvement plan, assessment information, teachers' planning, pupils' work, minutes of meetings of the governing body and safeguarding procedures. They also analysed questionnaires returned by pupils and 80 parents and carers.

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

- How well pupils achieve in reading, writing and mathematics.
- The impact of teaching and assessment on pupils' progress and pupils' knowledge of how to improve their work.
- How leaders, managers and the governing body have improved the school since the last inspection.
- The quality of leadership and the provision for children in the Early Years Foundation Stage and the impact of these on their learning.

Information about the school

This school is slightly smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The large majority of pupils are of White British heritage. The proportion of pupils at an early stage of learning English is just below the national average and rising. The proportion of pupils with special educational needs and/or disabilities is below average. More pupils than usual join or leave the school other than at the usual times.

The school holds a number of awards including Eco Schools Silver; the Cultural Diversity Quality Standard Gold and National Healthy School Gold status. A breakfast and after-school club which is managed by the governing body operates on the school site.

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 school provides a satisfactory quality of education. The headteacher and the senior staff have skilfully steered the school through some difficult times and have led improvements that have had positive effects. In partnership with local schools, it has created a bespoke curriculum for the community, which excites and motivates learners by using local resources and expertise. Morale is high and staff are keen to build on their successes and contribute to further school improvement. Teachers are beginning to share the good practice identified by middle leaders when they monitor teaching quality but more remains to be done to ensure that all lessons are consistently good or better. Systems are in place to enable school leaders to provide a broadly accurate view of the school's performance and to identify priorities for improvement. However, the school's self-evaluation is in transition between two different systems and so evaluation is not always as precise as it should be. Senior leaders have a strong sense of purpose and an ambitious vision for the future. They are well regarded by the school community. Overall, the governing body is aware of the school's strengths and its areas for development. The school demonstrates satisfactory capacity for sustained improvement.

The provision across all aspects of the Early Years Foundation Stage does not match the high quality found in the Nursery's indoor environment. However, children get off to a good start in the Nursery from starting points that vary between below expectations and those typical for their age. Their overall progress is satisfactory. Throughout Key Stages 1 and 2 all groups of pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Attainment in English and mathematics is in line with the national average by the end of Year 6.

Teaching currently has an overall satisfactory impact on pupils' learning. There are examples of good and better teaching with strengths in the Nursery and upper Key Stage 2, but there are also inconsistencies in class routines, pupils' presentation of work and behaviour management. Lessons do not always move on at a fast enough pace. Assessment information is well recorded regularly but is not moderated with sufficient accuracy.

The school's work has some good features. Pupils' cultural development is good as recognised in the school's recent cultural diversity award. Pupils respond well to efforts to encourage a healthy lifestyle. The school provides good care for pupils and as a result they feel safe. They enjoy school and the vast majority get on well together. Effective links with parents and carers and varied agencies contribute to

the strengths in pastoral support and to pupils' personal development. Secure relationships in school and in the breakfast and after-school clubs help pupils to settle well and contribute to their satisfactory progress.

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?

- Raise attainment and improve rates of progress by:
 - ensuring that teachers draw more effectively on best practice so that all lessons progress at a good pace and are consistently good or better
 - making the best use of marking to direct pupils to their next steps in learning
 - ensuring consistency in class routines, behaviour management and the expectations of pupils' neat presentation of work.
- Improve the impact of leadership and management at all levels by:
 - using moderation to ensure accurate assessment information is used to measure and track pupils' progress
 - selecting an effective system for school self-evaluation.
- Improve provision across all aspects of the Early Years Foundation Stage to match the high quality indoor provision found in the Nursery.

Outcomes for individuals and groups of pupils

3

The vast majority of pupils usually work hard in lessons and enjoy learning. They make satisfactory progress. They make better progress during lessons that move at a good pace and when they are given activities that are well-matched to their needs. For example, in a Year 5 lesson about the Blitz, pupils were developing skills in art, science, information and communication technology and literacy as they learned how people tried to protect themselves at that time. Activities were carefully planned for all abilities to take an active part. As a result, pupils worked conscientiously and their learning and progress were good.

Most children enter Year 1 with skills that are in line with the national average. Achievement in English and mathematics is currently satisfactory. Most pupils with special educational needs and/or disabilities learn at a satisfactory pace, as a result of good support given in class or when working in smaller groups.

Older pupils speak impressively of what they have learnt about the importance of eating healthily and the need to take regular exercise. Pupils are sure that they are safe in school, and those who look after them at home agree. Pupils are confident that any bullying or other harassment is fairly rare and dealt with decisively. Their knowledge of any potential dangers they may come across is good. Pupils talk

confidently and articulately about topics such as internet safety. Pupils treat each other, and the adults who help them, with respect. Overall, they contribute well to class initiatives and have some say in school improvement, such as obtaining new toilet facilities. Staff and pupils are rightly proud of their links with Zambia. The rate of attendance is average and improving due to the unceasing efforts of staff. Pupils very much enjoy coming to school and enjoy the activities, such as the sport and music afternoons, provided for them.

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	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

How effective is the provision?

In the best lessons, teachers have high expectations of what pupils can achieve, the pace is lively and resources are used to good effect. Questioning and the match of activities to pupils' abilities are effective and develop pupils' skills and knowledge well. However, in less effective lessons, the pace is slower and activities do not offer sufficient challenge because class routines are less tightly adhered to and behaviour management is less effective. In the best assessment practice, marking is helpful and provides constructive comments to help pupils to improve, but this is not so in all classes. Intervention programmes to boost pupils' progress in literacy and numeracy are having a good impact on accelerating pupils' progress.

The curriculum is good. Visitors, such as the police and health professionals, enhance pupils' personal and social skills. Visits, including residential experiences, support many areas of the curriculum. The emphasis is on developing pupils' skills, but in such a way as to promote enjoyment and enthusiastic participation. Extra-curricular enrichment opportunities are varied and are much enjoyed by pupils. Links with extended services support the development of the wider curriculum very well, for example, samba drumming enhances pupils' musical experience.

Good quality care, guidance and support help pupils to make satisfactory progress. The provision for pupils with special educational needs and/or disabilities is led and managed effectively. They benefit from extra help when they work individually or in

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

groups and the good relationships they have with support staff. Parents and carers commented, 'This is a very caring school, we are very happy with all aspects.'

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The systems to track pupils' attainment and progress are satisfactory and enable senior leaders to identify those pupils who need additional help to meet their targets. However, there is insufficient moderation of assessments across the school. A useful programme of meetings between the headteacher and each teacher has been introduced in order to ensure that all teachers help pupils to accelerate their progress. The quality of teaching and learning is monitored regularly. The school has started to share good practice in teaching, but this is at an early stage. Governance is satisfactory. The governing body ensures that statutory requirements are met, but the support and challenge for the school's leaders are not always rigorous. Leaders communicate ambition and drive improvement at a satisfactory pace and have forged good links with local agencies to enhance this.

The school promotes equality of opportunity and tackles discrimination satisfactorily. Community cohesion is well promoted. The school is a harmonious community where pupils from different backgrounds get on well with each other. The school has a good understanding of the community it serves, and has developed links further afield. Partnerships with other local schools are strong, with some shared global learning initiatives, which enhance the curriculum. Some events and staff expertise are shared to enable pupils to work with others from different backgrounds in their local community. As a result, both staff and pupils benefit from these partnerships. The school communicates very well with parents and carers through regular café mornings. Staff are always on hand to see parents and carers. Safeguarding procedures are good, for example, risk assessments for all educational visits and activities carefully consider pupils' safety. The provision of a breakfast and after-school club shows a strong commitment to pupils' well-being.

These are the grades for the 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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Overall outcomes, provision and leadership in the Early Years Foundation Stage are satisfactory. Children settle well into the very welcoming environment of the Nursery. This school has highly effective nursery provision across all six areas of learning indoors, but the nature of the building poses certain constraints. The outdoor provision, which is shared with Reception children, does not match the quality and range of the indoor experience in the Nursery. Leaders have identified that they do not have a sufficiently accurate assessment of the children’s skills at pertinent times during this key stage and they are working to improve this. By the time children leave the Early Years Foundation Stage they have made satisfactory progress, bringing their skills in line with typical expectations for their age.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers highly commend the provision and feel well-informed. Almost all of those who replied to the questionnaire agree that their children's experience of school is a happy one. A typical comment is, 'Teachers are very approachable.' Parents and carers feel that pupils are helped to live a healthy lifestyle and that children are safe. The inspection team saw many examples of this. A few parents and carers think that school does not take account of their suggestions and concerns and questioned the effectiveness of leadership and management. The inspection finds that current systems of leadership are effective and that school does consider the views of parents and carers through conversations with parent governors and the regular café.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Aspinal 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	63	27	34	1	1	0	0
The school keeps my child safe	47	59	26	32	0	0	1	1
The school informs me about my child's progress	36	45	24	30	2	3	0	0
My child is making enough progress at this school	38	48	38	48	2	3	0	0
The teaching is good at this school	43	54	32	40	3	4	0	0
The school helps me to support my child's learning	36	45	42	53	2	3	1	1
The school helps my child to have a healthy lifestyle	33	41	44	55	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)	26	33	36	45	5	6	0	0
The school meets my child's particular needs	31	39	42	53	2	3	1	1
The school deals effectively with unacceptable behaviour	25	31	36	45	4	5	2	3
The school takes account of my suggestions and concerns	22	28	45	56	8	10	1	1
The school is led and managed effectively	31	39	38	48	7	11	0	0
Overall, I am happy with my child's experience at this school	44	55	32	38	4	5	2	3

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



18 November 2011

Dear Pupils,

Inspection of Aspinal Primary School, Manchester, M18 7NY

Thank you for the very warm welcome and lovely smiles you gave my colleagues and me when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us. We were really impressed with your knowledge of how to keep yourselves safe and live healthily. We found that Aspinal is a happy school. It provides you with a satisfactory education and promotes your personal development well. You get on very well together and take good care of each other. You are a credit to the school and your families. Well done! Thank you to the pupils who filled in their questionnaire and those who chatted with me. Thank you also to the infants for their beautiful singing, I really enjoyed that. You are very pleased with your school and trust your teachers and other adults to help you with any worries that you may have.

You are keen to learn and work hard with your exciting curriculum and the good links you have with other schools locally and those in Zambia. There are some areas for further improvement, so I have asked your headteacher and teachers to:

- improve teaching, learning and the way that they feed back to you about your achievement and how you can improve your work further
- improve the Early Years Foundation Stage, especially the outdoor activities
- improve the way that they assess the level you are working at and how they evaluate the work of the school.

You can play your part in improving your school by always listening well and trying very hard when doing your work.

I hope you have a very successful future.

Yours sincerely

Barbara Flitcroft
Lead inspector

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