

Newall Green Primary School

Inspection report

Unique Reference Number	105430
Local authority	Manchester
Inspection number	377243
Inspection dates	16–17 May 2012
Lead inspector	Michael Wintle

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	607
Appropriate authority	The governing body
Chair	Marylin Peak
Headteacher	Sarah Rudd
Date of previous school inspection	16 March 2009
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Introduction

Inspection team

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Mary Liptrot

Additional inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 25 teachers and a number of teaching assistants teaching 29 lessons, of which three were joint observations with members of the senior leadership team. In addition, the inspection team made short visits to a series of phonics lessons (in which pupils learn letter patterns and the sounds they represent) and listened to a number of pupils read. They looked at work in pupils' books, the school's policies and plans, including the school development plan, the data tracking of pupils' progress, records on safeguarding, the local authority monitoring information, health and safety and attendance records. Meetings were held with pupils, members of the governing body and staff and leaders at all levels. The inspectors considered 97 questionnaires completed by parents and carers, as well as those from pupils and staff. Eight responses were available from the online questionnaire (Parent View).

Information about the school

This is a much-larger-than-average primary school. The proportion of pupils known to be eligible for free school meals is very high. Almost all pupils are of White British heritage. The proportion of pupils supported by school action plus or with a statement of special educational needs is higher than average. The school meets the current floor standard, which set the government's minimum expectations for pupils' attainment and progress. Since the last inspection the school has experienced changes to staffing that included the appointment of 3 assistant headteachers. The school has received several awards, including Leading Parent Partnership Award, Investors in People Gold Award, Manchester healthy Schools Award Scheme Gold and the Active mark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because attainment needs to rise further, especially in writing, and the quality of teaching is variable in parts of the school. The school is improving strongly and is successfully emerging from a period of low achievement. The headteacher and her senior leadership team, together with the governing body, are effectively steering the school through this period of change.
- Achievement is good. Children start school with skills and knowledge below those expected for their age. They achieve well in the Early Years Foundation Stage and start to catch up with the levels expected of children of a similar age. Attainment is still below average at the end of Key Stage 1, but the gap is narrowing. Pupils make good progress overall, especially in Key Stage 2. Progress in Key Stage 1 is also good, particularly in reading. Pupils leave Year 6 with broadly average attainment in English and mathematics, although attainment in writing is lower than that in reading. Disabled pupils and those with special educational needs make good progress because of high-quality interventions to support their learning.
- Teaching is good throughout the school. All lessons are characterised by excellent relationships between adults and pupils, and by pupils' very positive attitudes to learning. There are good systems to identify pupils who may need additional support to boost their learning. Skilful questioning by teachers helps pupils clarify their learning and challenges them to think more deeply. Sometimes, the pace and challenge slows in lessons, especially for the more able. Though always celebratory, marking does not always show pupils what to do to improve, especially in their written work.
- Strong and trusting relationships underpin pupils' good behaviour. Pupils' positive attitudes to their work and good behaviour make a positive contribution to their learning.
- Leadership and management are good because the headteacher has built a very strong team who share the same ambitions and aspirations for the pupils. The management of performance is good and leaders at all levels have a good grasp of the quality of teaching. Self-evaluation is accurate although school development planning is over-complicated and not understood by all leaders fully. Staff morale is high, and their commitment is recognised by parents, carers and pupils alike.

What does the school need to do to improve further?

- Further improve the quality of teaching and raise attainment, especially in writing, by:
 - increasing the pace of learning and challenge of all pupils, especially for the more-able pupils
 - ensuring that pupils use their writing skills to communicate more effectively
 - ensuring that marking unequivocally tells pupils what they need to do to improve their work.

- Simplify school development planning so that it is understood by all leaders fully.

Main Report

Achievement of pupils

Children enter the Reception classes with skills and knowledge below expectations for their age, especially in communication, language and literacy and number skills. They get off to a good start in the Early Years Foundation Stage and make good progress, particularly in their development of language and literacy skills. This is because adults give good attention to children's understanding of letters and sounds. These experiences prepare them very well for their learning later in their education although, by the time they start Year 1, their attainment is still below average.

In Key Stage 1, the school's rigorous tracking system clearly confirms a trend of improving progress for most pupils. Attainment in reading and mathematics at the end of Year 2 is broadly average. Attainment in writing while steadily improving is still below average. In reading, pupils make good progress from their starting points, but this is less the case in writing. Progress continues to be good overall in Key Stage 2 so that by the end of Year 6, pupils' attainment in reading and mathematics is broadly average, although it is lower in writing. Pupils' written work is not always marked as rigorously as that in reading and mathematics and, occasionally, pupils do not know how to improve their written work. They do not always communicate what they mean effectively through their writing.

All groups of pupils, including disabled pupils and those with special educational needs, make good progress overall because of the good quality of teaching they receive which is well targeted to their specific needs. Gaps between the attainment of different groups of pupils and those found nationally are closing.

Work seen in pupils' books and around the school, together with observations made during lessons, shows that all groups of pupils make good progress overall. They learn well in lessons. For example, in a Year 4 lesson, pupils made good progress in their understanding of how to write a diary extract as a character living in the Blitz in London using expressive language. This good progress was secured because the teacher's planning was based on a thorough understanding of every pupil's ability and a determination that every pupil would be engaged with their learning. Consequently, activities met pupils' learning needs well.

Inspectors share the view expressed by the school, the governing body and the vast majority of parents and carers that pupils make good progress. The overwhelming majority of pupils say that the school helps them with their learning. One typical statement summed it up: 'This school goes above and beyond to help meet my children's needs!'

Quality of teaching

Inspectors endorse the view expressed by parents and carers that teaching is good. The quality of teaching for disabled pupils and those with special educational needs is also good. In most lessons, the relationships between teachers and pupils are strong and trusting and support an atmosphere of learning. In a Year 2 literacy lesson, for example, where pupils were involved in guided reading, they took control of their own learning. They were able to make decisions, share and discuss ideas with each other. This motivated them to do their best and helped the teacher to assess and build upon their current understanding.

Teachers have good subject knowledge and are confident in knowing fully how pupils learn. They do their best to make lessons interesting and varied and because of this pupils are attentive and concentrate well in lessons. Expectations are high and pupils know exactly what they have to do to succeed. In an English lesson in Year 1, pupils were developing story beginnings and looking at events that would effect the story. Pupils were able to explain what the lesson purpose was, what level of work they were doing and how best to make future further progress. The teacher skilfully promoted literacy skills by using a wide range of strategies. In the Early Years Foundation Stage, staff work successfully to provide a good balance of activities so that children are able to make choices, investigate and explore. Children make good progress in a literacy rich environment.

Reading is taught effectively. Teachers and teaching assistants have good phonics knowledge and their daily input is having a good impact across the school. Pupils listen well to their teachers, but occasionally, the pace of learning slows when teachers' plans, with regard to the content of their explanations or pupils' tasks, do not cover a great enough range to challenge the differing abilities of all pupils. The more-able pupils often complete tasks quickly and are not always challenged sufficiently, this means their progress is sometimes not as good as it should be. The quality of marking occasionally lacks rigour and does not always inform pupils how they might improve their work in order to reach a higher level. This is particularly the case with pupils' written work.

Parents and carers are wholly positive about the quality of teaching in the school and pupils also say that they enjoy their learning. Their views are reflected in this comment from a parent, 'Excellent teaching, excellent friendly staff who care about my children learning.' The school's curriculum, with the clearly stated focus on tolerance, respect and support for others, has a marked impact on pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils' behaviour is good throughout the school and contributes well to effective learning over time. This view is also echoed in the majority of parent responses of the pupils' parents and carers and staff to the inspection questionnaire and in discussions with inspectors. It is noticeable straight away on entering that the school is a happy and harmonious school. An example of this was the Stay and Play in Early Years Foundation Stage that occurs daily.

Pupils say that they are happy to come to school and demonstrate this through their improving levels of attendance which is now broadly average. Behaviour is typically good because the vast majority of pupils know and clearly understand the rules and routines that have been expertly implemented by the school for some time. Pupils talk maturely about bullying in all its forms and when incidents occur they state that teachers deal with this very

effectively. They, along with their parents and carers, are confident that they are safe at school. The school rightly prides itself on the well nurtured family ethos evident across the whole of the school and pupils are confident that, should they have worries or concerns, there is someone available to help them. One parent commented that, 'My daughter takes a big interest in what she is learning and this is down to the wonderful work of the staff and the safe and friendly environment.'

Leadership and management

School leaders and the governing body provide good leadership to a committed staff. The senior leadership team knows the school well and has driven the improvements in attainment over the last two years. Working with the active governing body, leaders have ensured that the issues raised by the previous inspection have been addressed successfully. However, at times, the sheer weight of school development planning has slowed down school improvement and it is not understood fully by all leaders. Senior leaders have identified the need to establish a more simplified process. The headteacher leads by example and has developed an effective team who support and drive through the vision of the school. This, coupled with the improvements made since the previous inspection, shows the school's good capacity to improve further

Members of the leadership team have succeeded in developing a broad and balanced curriculum that is effective in supporting pupils' good progress. The curriculum promotes pupils' spiritual, moral, social and cultural development well. The school has a very positive relationship with most groups of parents and carers, who say that they find school staff approachable and very helpful. The school promotes equal opportunities well and is very effective in tackling any form of discrimination. There is a good awareness of safeguarding issues among members of the governing body and all staff and, as a result, the school makes effective arrangements to ensure pupils are safe. The school is very cohesive and strives to ensure that pupils work well together and get on with each other.

In particular, success is underpinned by rigorous procedures in which everyone plays a part in checking the effectiveness of the school's work. As a result the school's own self-evaluation is accurate and the systems in place for tracking pupils' progress are comprehensive. The management of performance is good. A key driver in improving the quality of teaching is the good system for monitoring teaching and learning across the school. Well targeted professional development is ensuring that the quality of teaching is continuing to improve. In the Early Years Foundation Stage, the key-stage leader ensures that liaison with pre-schools and with parents and carers helps children to settle quickly into the life of the school and has ensured that teachers are fully informed on how well children are doing.

The governing body is well informed and very aware of how achievement data correlates with the quality of teaching. Some governors are familiar figures in school and have received good support from leaders in monitoring and evaluating teaching and pupils' progress. An example of the commitment of governors in understanding and challenging the leaders is the effective training days that have ensured all governors are aware of the quality of teaching across the school.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 May 2012

Dear Pupils

Inspection of Newall Green Primary School, Manchester, M23 2YH

Thank you for being so friendly and helpful when we inspected your school recently. We enjoyed our visit very much and liked having the opportunity to talk with so many of you during your lessons and at playtimes. You and your parents and carers told us that Newall Green is a good school and we agree.

- The teaching is good and this helps you make good progress.
- You get off to a good start in the Early Years Foundation Stage and achieve well during your time in school. Attainment is broadly average.
- You are well behaved in your lessons and around school. You also told us that you enjoy school and feel safe and secure while at school
- You have good relationships with your teachers and we found that you worked hard in the lessons we saw.
- The headteacher and all the other adults in the school, including the governing body, are working really hard to make your school a good place to be and a school that you are all proud of.

The inspection team has asked your school to do three things that we feel will make your school even better. They are:

- to make sure your teachers always provide you with work which is challenging and particularly for the more-able pupils
- to continue to develop your writing skills so that you are all better at communicating what you mean through your writing
- to make sure teachers' marking of your work always gives you clear guidance about how to improve further.

I hope that all of you can help your school by continuing to try your very best in all lessons, coming to school regularly and on time and always behaving well. We wish you the best for your future

Yours sincerely

Michael Wintle
Lead inspector

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