

Peel Hall Primary School

Inspection report

Unique Reference Number	105468
Local authority	Manchester
Inspection number	377247
Inspection dates	10–11 July 2012
Lead inspector	Marian Thomas

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	237
Appropriate authority	The governing body
Chair	Hugh Barrett
Headteacher	Malcolm Hallam
Date of previous school inspection	19 March 2007
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Introduction

Inspection team

Marian Thomas
Neil MacKenzie

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 18 lessons or part lessons taught by nine teachers. Meetings were held with groups of pupils, members of the governing body, senior leaders and members of staff. Informal discussions were held with groups of parents and carers. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at the school's health and safety policies, pupil progress data and the school's self-evaluation. The inspectors also took into account the views expressed in the 50 questionnaires from parents and carers.

Information about the school

Peel Hall is an average sized primary school. The majority of pupils are of White British heritage. A smaller number of pupils are from other minority ethnic backgrounds and of these a very small proportion are new to speaking English. The number of pupils known to be eligible for free school meals is more than twice the national average. The proportion of pupils with special educational needs and or disabilities is above the national average. The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.

The school has attained the National Healthy School status; the Eco Schools award (Bronze) and the Schools Social Inclusion Standard.

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 yet outstanding because a whole-school approach to the teaching of the mathematics curriculum is not yet in place and the quality of teaching in mathematics is not as consistent as in English. As a result, progress, particularly for the most-able pupils, remains inconsistent in mathematics.
- Achievement is good overall. From low and often very low starting points, pupils leave school with broadly average attainment by the end of Year 6. Due to the school's high expectations, disabled pupils and those who have special educational needs make good and often outstanding progress over time.
- Teaching is good. It is characterised by teachers' good use of assessment data to inform planning for lessons, a brisk pace, and high expectations of all pupils. However, in some mathematics lessons, learning does not always meet the needs of all pupils, and learning slows particularly for the most able.
- The behaviour of pupils both in lessons and around school is good. The majority of pupils feel safe, enjoy attending school and demonstrate good attitudes to learning in lessons. The school's well-ordered behaviour policy is consistently adhered to by all staff. As a result, learning is very rarely disrupted by incidents of poor behaviour.
- The good quality leadership of school leaders is demonstrated by the continued development of the school's innovative curriculum and pupils' well developed levels of spiritual, moral, social and cultural understanding. Self-evaluation is accurate, and the management of teaching is clearly linked to performance management targets. The majority of parents support the work of the school, and feel their children's care and academic progress is of good quality. Members of the governing body offer support and challenge to senior leaders.

What does the school need to do to improve further?

- Improve attainment in mathematics, particularly for the most able pupils by:
 - developing a more consistent whole-school approach to the planning of the mathematics curriculum
 - improving the teaching of mathematics through ensuring all teachers plan activities that meet the needs of pupils of all abilities.

Main Report

Achievement of pupils

A large majority of children enter the Early Years Foundation Stage unit with skills and knowledge that are low and often very low when compared with that seen national for their age. A larger than average proportion of these children also has additional needs, including behavioural and speech and language difficulties. The inclusive and skilled approach of staff reduces barriers to learning for these children and the majority make good progress both academically and socially. An example of their progress could clearly be seen in a nursery group session linked to the Olympics. Children each took turns to stand up wearing an Olympic medal and say what they thought they were the very best at. Every child happily shared their aspirations as others sat and listened attentively. This represents at least good progress for this group.

Attainment at the end of Year 6 is broadly average, demonstrating good progress from pupils' starting points. The school's high expectations for each pupil are recognised and appreciated by the majority of parents and carers. A comment from one summed up the feelings of many: 'Both my children have come on in leaps and bounds since joining Peel Hall. I am very pleased with all school does.' Overall attainment in reading is broadly average at the end of Year 2 and is just above average by the end of Year 6. Attainment in writing is similar. This continuous improvement is due to a whole-school focus on developing literacy skills. Although the school has plans to develop a whole-school curriculum focus on mathematics it has yet to be implemented and, as a result, progress for higher-attaining pupils is inconsistent.

In the majority of lessons, pupils are eager to learn. Most pupils are clear about their current levels and how to improve their work. In a Year 3 lesson, for example, pupils reflected on whether they were successfully reaching their 'learning targets'. They considered carefully how they could improve their own work and sensitively suggested improvements to their classmates' work. This contributes well to pupils' good levels of spiritual, moral, social and cultural development.

The skilled support offered in the nurturing environment of the school ensures groups of pupils such as disabled and those who have special educational needs make good progress in relation to their starting points. Systems to track pupils'

progress are effective; underachievement is identified quickly and relentlessly pursued. As a result, gaps are closing between vulnerable groups of pupils and their peers. The majority of parents' and carers' views agree with the inspection findings that the school supports their children's achievement well.

Quality of teaching

Good teaching is characterised by well organised planning for learning. This is coupled with an inclusive ethos within each classroom, which promotes pupils' self-esteem well. As a result, pupils make good progress both socially and academically. Staff across the school form a close knit team and work together well to ensure good outcomes for pupils. The majority of teachers plan for the needs of all pupils well and share planning with support staff. This results in learning time being maximised. Due to good teaching, disabled pupils and those who have special educational needs make good progress. Teachers typically have high expectations of what pupils can achieve. As one commented, 'We believe every child can succeed with the right help and support'. Parents and children are actively encouraged to become involved in the planning of learning activities through contributing questions to be answered on mind map boards outside each classroom. This level of participation is appreciated by many parents and carers, one of whom commented: 'I really feel as if I'm involved in helping my child to learn'. Pupils' good levels of spiritual, moral, social and cultural understanding are well promoted through the school's continuous focus on music and art. Many pupils play a variety of instruments, including 'steel pans'. Pupils' spiritual, moral, social and cultural development is further enhanced through assemblies and visits from a range of different organisations and groups. Across the school, a wide range of activities and practical tasks engage pupils well.

The strong focus on improving English attainment is clearly evident in the well-planned reading and writing activities which are taught across the school. However, although mathematics is taught well, in a small minority of lessons, planned activities do not always challenge higher-attaining pupils sufficiently well and for this group progress slows. Teachers mark pupils' work diligently and make very good use of oral praise to encourage and engage those who are reluctant. The curriculum engages pupils well and offers a wide variety of memorable experiences. A recent trip to an outdoor pursuits centre was described by one pupil 'as brilliant and the best fun ever.' The majority of parents and carers reflect the inspection findings that teaching is good and their view of teaching is summed up in this comment made by one parent: 'Teachers, here, do a good job. The school feels like a family.'

Behaviour and safety of pupils

Pupils' behaviour typically, both inside and outside lessons, is good. The school's behaviour management policy is applied consistently resulting in the majority of pupils working well together and showing respectful and caring attitudes towards each other and staff. Achievement is celebrated on every occasion through the awarding of house points and certificates. The school's unerring focus on improving pupils' individual personal and social development through such therapeutic interventions such as play therapy has resulted in increased self-esteem and positive attitudes to learning. As a result, pupils are well supported in making effective progress to the next stage in their education. Parents, carers and pupils agree that

behaviour is typically good and that the school makes a good contribution to developing their understanding of what constitutes safe behaviour.

Overall attendance is above average in comparison to other similar schools. Pupils say they enjoy coming to the school and appreciate how much staff do to enable them to make progress. A comment made by one pupil summarised the views of many well, 'I enjoy coming to school because teachers make what we learn fun'. Pupils are aware of what it means to be bullied and know what to do on the rare occasion when it may happen to them. They are clear about the different forms of bullying that can occur, including cyber-bullying. Although they recognise that bullying does occasionally happen they are confident that it is dealt with effectively by school staff.

Leadership and management

Leadership and management are good. The inspirational leadership of the headteacher, with the strong support of the senior leadership team, has continued to successfully drive improvement since the previous inspection. Self-evaluation is accurate and senior leaders and staff have a good understanding of the quality of provision across the school. As a result, planned improvements are accurately focused. Systems used to track pupils' progress and set targets for learning have been improved since the previous inspection and pupils' overall achievement continues to improve. Effective management of performance and the monitoring of teaching have led to a continuous and well-planned programme of professional development for staff, which has further improved outcomes for pupils. A successful, highly personalised focus on developing English has accelerated pupils' progress in reading and writing as well as raising pupils' levels of confidence and enjoyment in learning. This demonstrates a good capacity to improve further.

Staff and individual pupils feel valued in this inclusive community. The promotion of equality of opportunity and the tackling of discrimination is strong. As a result, the majority of groups of pupils make equal progress. School leaders and members of the governing body ensure safeguarding of pupils is at the heart of the school ethos and that all requirements are met. The curriculum offers exciting opportunities for learning and is well matched to the needs of pupils. Visits from a diverse range of faith, dance, music and drama groups enhance provision for pupils' spiritual, moral, social and cultural development. The continued successful engagement of the majority of parents and carers is evident in the positive responses on the school's performance. School leaders have a desire to strive to further engage all parents and carers.

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.



12 July 2012

Dear Pupils

Inspection of Peel Hall Primary School, Wythenshawe, M22 5AU

Thank you for making the inspection team feel very welcome when we visited your school recently. A special thank you to those who took time to talk to us during our visit, particularly those who met with us to share their views on school. A big thanks also to our Year 6 guide who came into school especially early to show us around. We really enjoyed joining you for your lessons and seeing the hard work you all do.

We agree with you that your school is good. Many of you also told us how much staff help you to make progress and how much you appreciate the things they do for you. We agree with you that staff work very hard to support you. Lots of you told us how much you enjoy the work you do and in particular how much you enjoy playing music and going on school trips. We feel you are right this does help you to learn even more.

To make your school even better, we have asked staff to improve the way in which you learn in mathematics by:

- making sure the whole school learns in the same way so that you can build on learning as you progress through school
- by making sure that learning in lessons helps all of you to make the most progress possible.

You can help staff to make things even better by trying as hard as possible in lessons. A big thank you once again for making us feel so welcome, and particularly for being so polite to us when you met us in the corridors. We know, because you told us, that you enjoy coming to school and we agree because you behave so well you are all good ambassadors for your school.

Yours sincerely

Marian Thomas
Lead Inspector

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