

Fiddlers Lane Community Primary School

Fiddlers Lane, Irlam, Manchester, Greater Manchester, M44 6QE

Inspection dates 19–20 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well from their starting points to reach broadly average standards by the time they leave the school.
- Teaching has a positive impact because pupils are very largely given work that enables them to learn new things and improve their skills.
- Pupils are welcoming and polite. They are enthusiastic in lessons and behave well overall.
- Leaders, teachers and governors provide good support for pupils and their parents.
- Governors are passionate about the school. They take an active role and are fully involved with all aspects of the school.
- This school has improved since its last inspection. The headteacher has worked relentlessly to ensure that all the pupils' needs are being met. The school's leadership and governance are having a positive impact on teaching and pupils' achievement.

It is not yet an outstanding school because

- Teaching is not yet consistently strong enough to enable pupils to make outstanding progress over time.
- Fewer than average pupils reach the higher levels in national tests in reading and writing.
- The analysis of information collected by the school to check how well pupils are doing is not sharp enough to enable school leaders to identify precisely where progress could be more rapid.

Information about this inspection

- The inspection was carried out with half a day’s notice.
- Inspectors observed 11 lessons, 11 learning activities and nine teachers as well as scrutinising pupils’ work in each year group, hearing groups of pupils read and observing pupils at play, moving around the school and at lunchtime.
- One lesson was observed jointly with the headteacher.
- Inspectors met with staff, pupils, parents, members of the governing body, the local authority representative and a local authority worker who supports the school in improving attendance.
- Inspectors observed the school’s work and considered a number of documents. In particular they checked the school’s own evaluation of its performance, its improvement plan, policies and minutes from governors’ meetings.
- The inspectors took into account staff questionnaires and the 24 responses to the on-line questionnaire (Parent View) as well as considering information from previous school surveys carried out with parents and pupils.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Joan McKenna

Additional Inspector

Full report

Information about this school

- The school is similar in size to most primary schools.
- The great majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium (additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after) is much higher than average.
- The proportion of pupils with special educational needs who are supported through school action is much lower than in most primary schools. The proportion supported at school action plus or with a statement of special education needs is much higher.
- The school meets the government's current floor standards, which is the minimum expectation for pupils' attainment and progress.
- The governing body is also responsible for managing the Irlam and Cadishead Children's Centre which was recently subject to a separate Ofsted inspection.
- The school runs a breakfast-club and café before the start of the school day.
- Until recently the school has admitted children in one Reception class but since September 2012 it has added a second Reception class due to the increase in numbers of pupils coming to the school.

What does the school need to do to improve further?

- Further strengthen teaching and school leadership to raise standards, particularly in reading and writing, and enable pupils to make outstanding progress over time by ensuring that:
 - all teaching is at least good and more is outstanding
 - school leaders analyse data about pupils' progress robustly to identify precisely where progress should be more rapid
 - teachers always use information about pupils' previous learning effectively when planning lessons
 - pupils are always clear about what to do to improve their work.

Inspection judgements

The achievement of pupils is good

- Achievement is good overall. Most children start in the Nursery class with skills that are below those typically expected for their age. By the time they leave the school, many have made good progress and have reached broadly average standards. A trend in improving standards is evident across the school because progress is accelerating.
- In the Early Years Foundation Stage, children achieve well because they are provided with activities that are generally suited to their learning needs and their progress is checked effectively. The school accurately identifies the levels at which children start and is piloting a useful system which updates parents about children's progress.
- Scrutiny of pupils' work in their books shows clearly that a large proportion are making generally good progress over time throughout Key Stages 1 and 2. This is evident in the amount, quality and diversity of work completed. The progress made by pupils through different year groups builds effectively overall on the skills learned previously although this sometimes varies due to differences in the quality of teaching.
- At the end of Key Stage 2, although standards are broadly average and pupils overall have made good progress from their starting points, not enough reach the higher levels in national tests, especially in reading and writing, and some pupils should make more rapid progress. The school is aware of these issues and is beginning to tackle them.
- Achievement in mathematics is slightly stronger overall than that in reading and writing. This is because of the school's recent focus on raising mathematics standards. Pupils can continue to improve their mathematics skills at the popular mathematics club at lunchtimes, which allows them to work with hand-held computers to improve their mental mathematics skills. Internet-based homework in mathematics is also popular.
- Checks on pupils' phonic skills (the skills of matching letters and sounds) carried out in Year 1, show that pupils exceed the levels expected for their age.
- Pupils with special educational needs do well because they are supported well and provided with opportunities to learn in ways which meet their needs. Small-group activities such as those designed to develop speech and language skills are generally highly effective in building the skills these pupils need to move on in their learning.
- Pupil premium funding is having a good impact. Point scores in national tests show that pupils supported by this funding do broadly as well as other pupils in the school in reading and writing and do better in mathematics. This demonstrates the school's commitment to providing equality of opportunity for all its pupils.

The quality of teaching is good

- The quality of teaching over time has a good impact on pupils' learning.
- Pupils say that teachers really care about them and this establishes the good relationships that help pupils come to lessons willing to take part. Many pupils are clearly enthusiastic about their learning.
- Most lessons give pupils the chance to learn well. Where teaching is most effective, pupils take a big part in learning for themselves. For example in one lesson observed, pupils were enthusiastically finding different objects to measure around the classroom. Occasionally in lessons too much talking is done by the teacher. This means that some pupils lose concentration and do not learn as well as others.
- The best lessons focus on meeting all pupils' needs, and especially those pupils with special education needs. Teachers take into account information about pupils' previous learning and plan activities that are interesting and set pupils tasks that are demanding for their skills but this is not always the case. The pupils enjoy being challenged in their lessons and say that this is one

of the really good things about the school.

- Most teachers have a sound understanding of the progress that pupils are making. More attention is being given now to ensure that those pupils who can achieve at higher levels are able to do so, although this is not yet consistent across all classes. When pupils fall behind with their learning there are a number of ways that the school supports them to improve, typically through specially targeted support provided by teaching assistants.
- Teaching assistants and helpers in the classrooms have a strong influence on the learning and generally have high expectations for pupils. They are particularly effective when they enable pupils to engage in learning through their own good understanding of the subject and when they provide opportunities for pupils to work without giving too much help.
- Targets are used to provide pupils with the next steps for their learning. Not all the pupils know what their targets are but most of them know where they are written down. Occasionally pupils are not clear on how they are going to improve their own work.
- Regular marking of work provides feedback to pupils on how well they are learning as well as praising them for what they have done. Pupils are aware of the pink and green colours used by teachers in their books to show this. When spelling errors are identified in books, pupils are expected to practise to correct them.

The behaviour and safety of pupils are good

- Pupils are friendly, welcoming and are keen to do well. Pupils generally have good relationships with each other and can co-operate well, for example the older ones play a part in helping younger ones in a variety of ways. Pupils have many opportunities to work together in lessons. Around the school they are very courteous and hold the door open for visitors.
- The vast majority of pupils behave well in lessons. They understand the school's behaviour policy very well and are clear about the rewards and consequences of any misbehaviour. Evidence from the school's records shows that the number of sanctions, such as detentions, has reduced over time. A small number of pupils have considerable difficulty in meeting the school's expectations of their conduct but the school makes strenuous efforts to help them to do so.
- The school is very active in seeking to keep pupils safe as well as making significant efforts to care and support both pupils and their families. It provides a café in the morning which offers breakfasts and a place for parents to talk.
- Pupils say that they feel safe in school and that the site is very secure. They are aware of how to keep themselves safe and are aware of how to stay safe on computers.
- Pupils recognise that there is a small amount of bullying in the school but they say that the teachers deal with this quickly and fairly. The school's behaviour logs show that there is a low number of incidents of bullying in the school. No pupil has been permanently excluded from the school recently.
- Attendance has improved over time. The school and the local authority worker have worked hard to ensure that pupils are clear about the importance of coming to school. The school continually engages with parents to support them, such as through the Parent Council, which provides a way for parents to take an active part in the work of the school.
- Pupils play an active role through the School Council and the Health and Safety Council. They have opportunities to make decisions which improve the school. Recently the Health and Safety Council ensured that additional bins requested were provided.

The leadership and management are good

- School leaders, including governors, are determined to improve the school even further and they are constantly driving it forwards with the aim of achieving this. They have a good understanding overall of what is happening in the school and what needs further improvement and they have made long-term plans that clearly demonstrate this.

- Leaders gather a wide range of information to help them understand how well pupils are doing. However, this information is not always analysed rigorously enough to provide the school with the clearest picture of which pupils are not progressing as rapidly as they should.
- Leaders and managers carry out regular checks on the quality of teaching taking place in lessons and use this to assess how well teaching is helping pupils to learn. The school knows the strengths and weaknesses of its own teaching and provides suitable training and support for teachers to help them continue improving and developing their skills.
- The headteacher plays a very important role in ensuring that the school is aiming to be the best it can be for the pupils. She is closely involved in the local cluster of schools and has developed this partnership as a way to improve the quality of teaching by sharing good practice.
- The curriculum offers a wide range of ways to promote and extend social, moral, spiritual and cultural development. For example pupils can take part in music lessons, cookery, dance, sports and educational visits. The school tackles discrimination through teaching about racism and homophobia and celebrates Black History week.
- Arrangements for safeguarding meet all the statutory requirements. Staff have undertaken child protection and first aid training.
- The local authority recognises the headteacher as a 'strong' leader and provides support for the school when it is required.
- **The governance of the school:**
 - Governors have a broad understanding of the performance of the school based on knowledge of the quality of teaching and data on the school's performance and hold the headteacher to account effectively. Records of meetings indicate they use performance management effectively. Targets for attainment of pupils are linked directly to performance management enabling governors to tackle any underperformance. They make decisions to secure the best resources and opportunities for the pupils in the school. They set high standards and spend time in classrooms in order to ensure that they are aware of the learning taking place and to encourage staff. The governors are aware of the positive difference being made by pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105917
Local authority	Salford
Inspection number	400812

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	218
Appropriate authority	The governing body
Chair	Jayne Playfair
Headteacher	Julie Carson
Date of previous school inspection	21 October 2009
Telephone number	0161 7752490
Fax number	Not applicable
Email address	fiddlerslane.primaryschool@salford.gov.uk

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