

Barton Moss Community Primary School

Trippier Road, Brookhouse Estate, Peel Green, Eccles, Greater Manchester, M30 7PT

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Adults and pupils are extremely caring and welcoming, especially towards pupils and families who join during the school year.
- Pupils get off to a good start in their learning and settle happily into the Early Years Foundation Stage.
- Between Years 1 and 6, pupils achieve well. They make good progress in reading, writing and mathematics.
- Leaders, managers and governors have ensured that the quality of teaching and pupils' achievement have improved rapidly since the last inspection and is set to continue.
- The quality of teaching is good and some practice is outstanding. Lessons are lively and exciting and provide very well for pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is exemplary because all adults set high expectations of how pupils are to behave. Pupils say that they feel very safe and their parents unanimously agree with this.

It is not yet an outstanding school because

- Teachers do not always check that work in lessons fully challenges all pupils to achieve their best.
- Marking of pupils' work, in subjects other than English, does not consistently show them how to improve their learning further.
- Subject leaders are not fully involved in checking that pupils are learning as well as they can in all subjects of the curriculum.

Information about this inspection

- The inspectors observed 16 lessons, one of which was a joint observation with the headteacher.
- Meetings were held with senior leaders, staff, members of the governing body, pupils, a representative of the local authority and groups of parents.
- The inspectors checked school documents relating to safeguarding, looked at pupils' work in their books, heard some pupils read and reviewed the ways in which the school checks on pupils' learning.
- The inspectors took account of the 17 parental responses received at the time of the inspection from the on-line questionnaire (Parent View), the school's own parental survey and the staff questionnaires.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Gillian Burrow	Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above average. (This is extra government funding to support children of armed forces families, pupils who are looked after by the local authority, and pupils who are known to be eligible for free school meals.)
- The proportion of pupils who are disabled and those with special educational needs supported through school action is above average. The proportion supported through school action plus or a statement of special educational needs is above average.
- Almost all the pupils are of White British heritage.
- The proportion that join or leave the school other than at the usual times is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that achievement is outstanding by ensuring:
 - work in lessons consistently challenges all groups of pupils to achieve the best they can
 - the same quality of marking, seen in English books, is applied to all subjects of the curriculum.
- Raise the quality of leadership and management to outstanding by ensuring:
 - subject leaders are fully involved in checking that all pupils achieve the best they can in all subjects of the curriculum.

Inspection judgements

The achievement of pupils is good

- Children start school with skills which are below those expected for their age and particularly low in their social, speaking and listening skills. They do well in the Early Years Foundation Stage because of the good quality of teaching they receive.
- Between Years 1 and 6, all pupils achieve well and make good progress in their learning. Achievement has improved rapidly since the last inspection in 2011, when it was satisfactory.
- Inspection evidence shows that the trend of improvement is set to continue. Pupils' work in Year 2, for example, shows that their attainment is close to the national average in reading, writing and mathematics.
- This improvement is because of the high focus given to extending pupils' enjoyment of reading, both in school and at home and daily phonics lessons (the links between letters and sounds). Because of this, pupils in Year 1 achieved above the national average in the reading test in 2012.
- Pupils' attainment is broadly average in reading, writing and mathematics by the time they leave in Year 6. Good opportunities provided for pupils to extend their reading, writing and mathematical skills in other subjects of the curriculum has helped with these improvements.
- However, achievement is not outstanding because lessons do not always provide enough challenge for all pupils to achieve the higher levels of attainment.
- Pupils clearly enjoy their lessons, particularly when they are given the opportunity to express their ideas. For instance, a group of pupils in a reading and writing lesson led by the Year 1 teacher, were so fully absorbed in writing a witch's spell that they did not want the lesson to finish.
- Pupils who join the school during the school year make the same good progress as their classmates because of the care and support staff and pupils provide to help them settle and quickly become part of the Barton Moss family.
- Pupils eligible for the pupil premium do as well as other pupils because of the good support they receive in lessons and the equal opportunities and encouragement they are given to achieve well. At the end of Year 6, the attainment of pupils in receipt of free school meals is similar to that of pupils who are not.
- Disabled pupils and those pupils with special educational needs make good progress because staff in school support them really well and specialist external support is provided and carefully tailored to meet their individual need.

The quality of teaching is good

- Pupils' good progress and achievement are attributable to the good and at times outstanding teaching they receive. This view is supported unanimously by parents and by pupils who say 'our teachers make learning fun'.
- Among the strong features of teaching are outstanding relationships evident between adults, pupils and parents. These are established from before children start school with home visits and stay and play sessions.
- In lessons where achievement is outstanding, teachers always make sure pupils are given work that gets the most out of them. Pupils know fully how they can succeed in their learning because teachers check on their understanding and adapt tasks to make sure that pupils are always challenged to do their best work. However, this is not consistent in all lessons.
- The marking of pupils' work, their involvement in checking the quality of their own and the work of their classmates and the setting of regular homework helps them to see how they can improve and accelerate their learning. However, the quality of teachers' marking in subjects of the curriculum other than English is not as helpful.

- The teaching of pupils eligible for pupil premium funding is well managed with appropriate and exciting resources available which encourage them to achieve their best.
- The teaching of disabled pupils and those with special educational needs is good because all adults and, particularly skilled teaching assistants, ensure pupils receive support which is well matched to their needs. As a result, all pupils have equal opportunities and potential discrimination is tackled well.
- Teachers make a strong contribution to the outstanding provision for spiritual, moral, social and cultural development. Imaginative teaching and pupils' full participation in learning are integral to most lessons. For instance, Reception pupils developed their social and moral understanding well as they reflected on the actions of Goldilocks when she visited the house of the bears.
- A 'raising aspirations' week, where pupils meet people from, and learn about, the world of work, prepares them well for their future lives. High quality teaching of drama, music, sports and modern foreign languages are successful in extending pupils' enjoyment of school and good achievement.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding both in classrooms and around the school and they are extremely well mannered and caring toward each other's needs. Parents fully agree with this view. They are very supportive of the school and raised no concerns about their children's well-being or safety.
- Pupils very much enjoy school and this is reflected in their average and rapidly improving attendance. They are particularly welcoming to the pupils who join the school during the school year.
- School records show that behaviour is typically very good in classes, around the school and over time. Pupils' real enjoyment of school has a positive effect on their good achievement.
- They feel strongly that the school belongs to them and they enthusiastically welcome the numerous responsibilities given to them, such as being school councillors, recycling managers or class monitors.
- Members of the school council, for instance, are highly committed to listening to and responding where they can, to the views of their classmates. They speak enthusiastically about the chances they have been given to choose resources such as the climbing wall to increase opportunities for physical exercise in the playground. Such roles enable them to learn to act responsibly and to support each other very well.
- Systems for recording and for following up any incidents of misbehaviour are consistent and secure. Strong links with social services, other educational partners and the work of the learning mentors ensure all pupils and their families are given appropriate support and guidance.
- Pupils say they feel very safe in school and understand how to keep safe. They say teachers and support staff have helped them to understand how to take care on the roads or when using the internet. They have an excellent understanding of the different types of bullying and say staff deal swiftly and effectively with any incidents that may arise.
- In the Early Years Foundation Stage, adults provide very good care for all the children who quickly learn to share equipment, take turns and to talk about what they are learning.

The leadership and management are good

- Strong teamwork by staff and clear leadership from senior leaders and governors, together with high quality support from the local authority, have ensured that the quality of teaching and pupils' achievement have improved rapidly since the last inspection.
- Senior leaders work closely with other staff and identify actions that will improve the school further. Staff say that the training they receive helps them to improve their own and pupils'

performance.

- There are good systems in place to check the quality of teaching, and to cross-check this against how well pupils learn in each class. Leaders have used the resulting information to help teachers to improve their practice, and to set targets to measure their success in this.
 - Senior leaders work closely with class teachers to check that pupils learn as well as they can in English and mathematics and to ensure that there is equality of opportunity for all pupils. However, subject leaders do not always check how well pupils learn in all the other subjects of the curriculum.
 - A wide range of additional activities is available in school. Music, sports, computer skills and learning to speak French and Spanish are particular strengths of the school. This range of activities makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
 - Excellent partnerships which exist within the local network of schools provide opportunities for pupils and staff to share their expertise and learn from each other.
 - Parents say they are well informed about the work of the school because of regular newsletters, the excellent website and opportunities to speak to staff about any concerns they may have.
 - **The governance of the school:**
 - Governors are actively involved in the checking of the school's and the staff's performance and setting clear targets for improvement. They are clear that performance should only be rewarded when it is good. Safeguarding procedures meet statutory requirements and members of the governing body and, especially the site manager, carry out regular checks to make sure that pupils are kept very safe. School finances are well managed. Governors check termly that the school spends funds wisely, and ensure that the pupil premium money has helped to continue to raise the attainment of the eligible pupils.
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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	105919
Local authority	Salford
Inspection number	405013

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	197
Appropriate authority	The governing body
Chair	Annette Edkins
Headteacher	Kelly Morgan
Date of previous school inspection	27 April 2011
Telephone number	0161 921 1840
Fax number	0161 921 1841
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