

# New Moston Primary School

Moston Lane East, Manchester, Lancashire, M40 3QJ

**Inspection dates** 5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- All pupils achieve well. From low starting points, pupils reach standards well above the national average and make faster progress than others across the country.
- In the past two years attainment in mathematics has been well above the national average. In mathematics, pupils known to be entitled to receive the pupil premium funding achieve as well as other pupils; in English, there is a gap but it is narrowing rapidly because of the school's good initiatives to accelerate progress.
- Teaching is consistently good with some which is outstanding. Teachers plan interesting lessons which pupils enjoy.
- Children make very good progress in the Early Years Foundation Stage where the staff team is highly successful in ensuring every child makes a good start to their education.
- Pupils' behaviour in class is typically good. Sometimes behaviour at playtimes is outstanding because the school promotes such a positive atmosphere and the importance of friendship and cooperation.
- The highly effective headteacher and deputy headteacher have ensured that the school is improving in all aspects of its work. This is a successful and thriving school community where pupils, teachers and teaching assistants feel valued and do their best.
- Excellent systems are in place to care for all pupils.
- Governors challenge the school well and are fully involved in school life and decisions.
- The vibrant and interesting curriculum widens pupils' outlook on the world and effectively supports their spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Progress in Key Stage 1 is not yet as rapid as it is in the Early Years Foundation Stage and in Key Stage 2 because sometimes work is less closely matched to pupils' needs.
- In some lessons pupils have insufficient time to research and investigate independently.
- Just occasionally there is not enough challenge for the most-able pupils.

## Information about this inspection

- Inspectors observed 20 lessons taught by 15 teachers. They also visited small group sessions where children were practising letters and sounds, heard pupils read and attended one school assembly.
- Meetings and discussions were held with groups of pupils, members of the governing body, a representative from the local authority, staff and parents.
- Inspectors took account of the views of parents from the 16 responses to the online questionnaire (Parent View), reviewed the school’s most recent parental questionnaire and held informal conversations with parents bringing their children to school.
- Many documents were scrutinised, including data on pupils’ progress, the school’s self-evaluation, its policies and procedures for safeguarding children and the work in pupils’ books.

## Inspection team

Judith Straw, Lead inspector

Additional Inspector

Clare Daniel

Additional Inspector

Steve Rigby

Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- Most pupils are of White British heritage and only a small proportion come from different minority ethnic groups.
- The proportion of pupils supported through the pupil premium (additional funding applied to the school) is high, and includes nearly half of all pupils.
- The proportion of pupils supported through school action is average. The proportions supported at school action plus or with statements of additional needs are below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school holds several awards for its work including Healthy School status and Eco Bronze award.

### What does the school need to do to improve further?

- Raise achievement further by:
  - increasing progress in Key Stage 1 to match that in the Early Years Foundation Stage and Key Stage 2
  - developing clear strategies to support the highest-attaining pupils
  - organising lessons so that pupils are working independently at the earliest opportunity.

## Inspection judgements

### The achievement of pupils is good

- Pupils work well together, are keen to get involved and are respectful to staff and visitors. They usually enjoy their lessons and work well in pairs or in groups. Pupils are keen to discuss their work and share their learning.
- Children enter the Nursery with knowledge and skills which are typically lower than is expected for their age, with particular weaknesses in communication, language and literacy, numeracy, and knowledge and understanding of the world. They settle quickly in the bright, calm and happy atmosphere of the Early Years Foundation Stage and make good progress in their personal and social development and in their communication skills. These skills, together with the trusting relationships they make with staff and other pupils, help to build their confidence as learners.
- Pupils in Key Stage 1 make steady, rather than good, progress because teaching in Key Stage 1 is sometimes less well matched to individual pupils' needs and sometimes there is not enough challenge for those who learn more easily. Attainment at the end of Year 2 remains below the national average but is rising each year. The number of pupils reaching the expected level in learning about letters and sounds is currently below average.
- Progress and achievement in Key Stage 2 is very good. By the end of Year 6 pupils are achieving well above average in mathematics at both Level 4 and the higher Level 5. Attainment is well above average in reading and average in writing. The school is addressing this by an increased focus on grammar, to which pupils are responding well. The proportion of pupils making expected and even better than expected progress is above many other schools. Boys achieve particularly well.
- Pupils known to be entitled to receive pupil premium funding achieve as well as all other pupils in mathematics and are only a little behind others in English. Their attainment in mathematics is significantly above average. The gap in English is narrowing each year. These pupils are making particularly good progress because the school spends the additional funding on providing just the right support for individual pupils. A learning mentor works hard with families whose circumstances make them vulnerable.
- Disabled pupils and those with special educational needs achieve at least as well as other pupils and some make excellent progress from their starting points. Teaching assistants are especially skilful in giving the right level of extra guidance to help these pupils achieve independently.
- Most pupils clearly enjoy reading and those heard by inspectors read fluently and well.
- Progress is consistent across a range of subjects and pupils particularly benefit from the 'Philosophy for Children' curriculum in which they investigate and explore issues such as: 'Is it right to keep animals in zoos?'; 'Why is respect important?'; 'Do plants have feelings?'; and other challenging ideas.

### The quality of teaching is good

- Examples of outstanding teaching were seen in all key stages during the inspection. The strengths lie in the consistency of approach so that teachers and teaching assistants plan in a similar way, maintain class control in the same way and ensure that there are plenty of opportunities for pupils to practise their learning.
- Social and communication skills are developed across subjects as pupils take part in discussions, develop reasoned opinions and tolerance, and learn to respect the views of others.
- The teaching of mathematics is consistently strong. Because of this, pupils develop a range of skills in calculation and problem solving which enable them to reach well-above-average standards.
- The school has identified writing as the weaker area in English and so teachers are putting more emphasis on teaching grammar and punctuation in a lively way. This is already raising

standards. Topics change every three weeks and always begin with some kind of 'wow' factor. For example, a Year 5 class began this week by 'travelling back in time' to their teacher's seventh birthday party. This was the springboard for some lively writing.

- Teaching is generally good in Key Stage 1, but sometimes the work is too hard or too easy for some individual pupils. A minority of pupils in Year 1 are not fully ready for the Key Stage 1 curriculum.
- Teachers use many different methods to make lessons interesting, such as video and music to aid concentration and memory, and information and communication technology to aid research.
- Just occasionally, all the pupils are listening to the same introduction which they don't all need. Sometimes, higher-attaining pupils could start on more challenging work independently and so make faster progress.
- Systems to check on pupils' progress are very well managed. Progress is assessed three times each year and all pupils have individual interviews with their class teacher to review what has been achieved. This form of assertive mentoring is proving to be very successful in challenging all pupils to achieve their best. Some individuals who require extra support receive even more regular mentoring with the headteacher or deputy headteacher.
- Pupils in danger of falling behind or disabled pupils and those who have special educational needs receive extra coaching either individually or in small groups. For some, it is a matter of helping to build their confidence and self-esteem. The teaching assistants and learning mentor all play a significant part in helping to achieve this.
- Teachers' marking and assessment are consistently good across the school and give pupils good advice on how to improve their work and achieve their targets.

### **The behaviour and safety of pupils are good**

- Inspectors were very impressed by the good manners and friendliness of the pupils they met and observed at playtimes and in assembly. Pupils say that this is typical behaviour and that there is rarely any falling out or bad behaviour. They are aware of different types of bullying and name-calling relating to racism and homophobia and say that instances are rare and quickly dealt with by the school.
- Pupils feel totally safe in school and have full confidence in all the adults to sort out any difficulties they may have. Pupils know who to turn to for support. Parents agree that their children are safe in school.
- Pupils' attitudes to learning are generally good and in some lessons are excellent. Pupils enjoy investigating and finding things out for themselves.
- Attendance is average and improving. A learning mentor works with those families who find it difficult to maintain full attendance with good success.
- Pupils are keen to take part in numerous school events and make a very good contribution to decisions made in school through the school council. They take on positions of responsibility with enthusiasm, such as becoming playground leaders, and are proud of their achievements.

### **The leadership and management are good**

- Under the exemplary leadership of the head teacher and deputy headteacher this school has rapidly improved in many aspects since the last inspection.
- All staff are fully supportive of the senior leaders, morale is high, teamwork is exceptional and everyone, including governors, shares the same view about how successful the school can be.
- Performance management is effective and all staff, whatever their role, know that they are accountable for the progress pupils make in their care. The proportion of teachers who have progressed to higher levels matches the level of good teaching in the school.
- Senior leaders have a good overall understanding of the school's strengths and aspects still requiring improvement and have excellent plans in place to address weaker areas. Their

priorities are the right ones: to ensure that all pupils have the opportunity to be equally successful and to raise the achievement of higher-attaining pupils even further.

- The management of teaching is good and has improved significantly since the last inspection.
- The role of middle leaders is effective and they are fully involved in managing their areas of responsibility and delivering training sessions across the school.
- The deputy headteacher leads the initiative to manage pupil premium funding and ensures that the money is used to maximise the potential of the pupils for whom it is intended.
- The curriculum is lively and imaginative and follows the interests of the pupils. It makes a very good contribution to their better achievement and supports their good spiritual, moral, social and cultural development. A wide range of visitors, trips and visits, including two residential trips, give pupils plenty of stimulating experiences to interest them in their learning.
- The school's good arrangements for safeguarding children meet current requirements.
- Excellent support and care for all pupils, particularly for families whose circumstances make them vulnerable, contribute fully to the progress pupils make. Parents appreciate the ways in which the school keeps them informed about what is happening in school and how to support their children's learning.
- The school has a positive relationship with the local authority. In the past the school received good and effective support but this is no longer necessary because the school has improved so much.
- **The governance of the school:**
  - Governors provide very good support and challenge to the senior leaders. They know the school well because they visit regularly. They undertake regular training to increase their knowledge of how to help the school improve and are fully involved in decisions about pupil premium funding and performance reviews. They know how well the school is doing in comparison to others and what needs to be done to bring about further improvement. Governors ensure the efficient management of financial resources.

## 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

<b>Unique reference number</b>	105432
<b>Local authority</b>	Manchester
<b>Inspection number</b>	404991

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	465
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carl Heatley
<b>Headteacher</b>	Robin Partington
<b>Date of previous school inspection</b>	17 March 2011
<b>Telephone number</b>	0161 681 3321
<b>Fax number</b>	0161 682 7626
<b>Email address</b>	head@newmoston.manchester.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

