

Butterstile Primary School

School Grove, Prestwich, Manchester, M25 9RJ

Inspection dates 27–28 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children make good and sometimes outstanding progress in the Early Years Foundation Stage from their low starting points.
- Pupils of different ability groups, including the most-able, achieve well throughout school.
- Pupils learn well because teaching is usually good and sometimes outstanding.
- Outstanding relationships between staff and pupils lead to a very positive and caring climate for learning. All pupils are valued and respected as individuals.
- Pupils enjoy the many interesting and creative opportunities to learn.
- Pupils' behaviour and attitudes to learning are good and sometimes outstanding. They like school and feel safe.
- The headteacher, other senior leaders and governors share high expectations and a drive to continuously improve the school.
- Support for vulnerable pupils and their families is good.
- Relationships with parents are excellent.
- Very strong partnerships exist with the children's centre and local high schools that support pupils' learning well.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. In some lessons, pupils are given tasks that are too easy or too hard for them. Teachers' marking does not consistently help pupils to improve their work.
- Not enough pupils make better than expected progress, particularly in writing. There are not enough opportunities for pupils to practise and extend their writing in all subjects.
- The plans to improve the quality of teaching and achievement do not always include clear and measurable outcomes to help judge their success. Teachers are not always held to account for their impact on pupils making better than expected progress.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, two of which were joint observations with senior leaders.
- They scrutinised pupils' work in books and on display around the school and spoke with pupils in lessons and at break times.
- Meetings were held with the headteacher, deputy headteacher, along with other senior and middle leaders. Discussions were held with the Chair and vice-chair of the Governing Body and a representative of the local authority.
- The inspectors observed the school's work and looked at a range of documents including school improvement plans, pupils' progress data, behaviour records, attendance data, reports from the local authority, minutes of governing body meetings and documents relating to safeguarding and child protection. Inspectors also reviewed records on the support given to pupils who are disabled or have special educational needs, those in receipt of the pupil premium and the use of the Primary School Sport funding.
- Inspectors took account of 38 responses to the on-line questionnaire (Parent View), together with the views expressed by the large number of parents who responded to the school's questionnaires. Inspectors also spoke with individual parents and considered a letter they received from a parent. Additionally, they analysed 36 questionnaires returned by staff.

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Yvonne Brown

Additional Inspector

Full report

Information about this school

- This school is larger than the average sized primary school.
- The large majority of pupils are from White British backgrounds. An above average proportion of pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as are those supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a children's centre on site which is subject to a separate inspection as are the before- and after-school clubs.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and so raise the achievement of pupils, particularly in writing by:
 - ensuring all pupils, particularly the most-able, are given work that is suitably challenging so that tasks are neither too easy nor too difficult
 - ensuring teachers' consistently provide good quality guidance through marking on how pupils should improve their work and more opportunities to respond to the advice given
 - providing more opportunities for pupils to develop their writing skills across other subjects.
- Strengthen the quality of leadership and management at all levels, including governance, by:
 - ensuring actions planned by the school to improve the quality of teaching, learning and achievement, are always clear and measurable in their impact on pupils' progress, especially in their writing
 - holding all teachers more rigorously to account for pupils making at least good progress.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and abilities well below those expected for their age, particularly in their language and communication. They make good and sometimes outstanding progress in the Early Years Foundation Stage from their different starting points. Children reach a good level of development and are well prepared for Year 1.
- Pupils make good progress in Key Stage 1 and generally attain broadly average standards overall by the time they leave Year 2, in reading, writing and mathematics. The results in 2013 show that following a dip in 2012, attainment rose in reading, writing and especially in mathematics.
- Over time, pupils in Key Stage 2 consistently reach broadly average standards in English and mathematics by the time they leave Year 6 and as a result, are well prepared for secondary school. The dip in standards in writing in 2012 was successfully addressed. Results for 2013 show that attainment overall has been rising steadily, particularly in mathematics with a few of the most able pupils gaining Level 6. However, not enough pupils are making better than expected progress in writing.
- The current standards of Year 6 pupils show that attainment continues to rise overall. The school's assessment data on pupils' progress show that increasing proportions of pupils are making good progress in all year groups in reading and mathematics, but progress in writing is still variable, particularly for the most -able pupils.
- Pupils achieve well in reading in the Early Years Foundation Stage and Key Stage 1 because of the skilled and systematic teaching of phonics (letters and the sounds they make). In 2013, Year 1 pupils performed just below the national average in the phonics screening check reflecting good progress from their starting points. Pupils continue to develop their reading skills and love of reading in Key Stage 2. They spoke enthusiastically about their favourite books and authors.
- Pupils' spelling, grammar and punctuation are improving throughout the school, as is their handwriting and presentation.
- In mathematics, the whole-school focus on developing basic skills is improving pupils' mental calculation skills. Pupils are given many opportunities to apply their skills in logical steps in solving practical real-life problems and this is increasing their progress throughout school.
- Pupils who speak English as an additional language are well supported and achieve well.
- In 2013, the attainment of pupils supported by the pupil premium, including those known to be eligible for free school meals, was approximately a term and a half behind similar pupils nationally. In school, these pupils were about three terms behind non-free school meals pupils in reading and mathematics and two terms behind in writing. School data and work seen by inspectors confirmed that the school is taking determined and successful action to deal with this and gaps are closing rapidly across the school.
- Disabled pupils and those with special educational needs receive good quality, well-targeted additional help and support to ensure they make good progress.
- The attention the school gives to helping all groups of pupils make progress underlines its good commitment to equal opportunities.

The quality of teaching is good

- Teaching is mostly good and occasionally outstanding. The high-quality relationships that all staff have with pupils lead to a very positive and happy learning environment. Teachers and teaching assistants work well together to support all pupils, including disabled pupils and those who have special educational needs, and those who speak English as an additional language.
- Teaching in the Early Years Foundation Stage is good and often outstanding. Well-motivated staff with high expectations provide a wealth of opportunities for children to learn and develop

independence in creative and stimulating ways. Skilled use of assessments on how well children are learning help staff to capture children's interests and fire their imagination when taking part in adult-led activities or choosing for themselves.

- In the most successful teaching, expectations of pupils' learning are high. Teachers use their strong subject knowledge and skilled questioning to check on pupils' understanding during lessons and to challenge their thinking. They use frequently gathered information on how well pupils are learning to plan activities that challenge pupils of different abilities, particularly the most able. Excellent use is made of skilled teaching assistants to support and extend pupils' learning and keep them fully involved.
- In an outstanding Year 6 mathematics lesson, pupils made rapid progress in understanding how to apply their skills in working out percentages in real-life situations when shopping in the sales or choosing the best rates for a loan or mortgage.
- However, in less successful lessons, teachers provide tasks that are too easy or too hard for all ability groups, particularly the most able, and this slows the progress these pupils make, especially in writing. There are not enough opportunities for pupils to apply and develop their writing skills in subjects other than English and mathematics.
- Although teachers mark pupils' work regularly, they do not always provide enough precise guidance on how pupils should improve their work further.
- Information and communication technology is used successfully in lessons to extend the range of opportunities for pupils to learn and to record their work.

The behaviour and safety of pupils are good

- Pupils are polite, well mannered and welcoming to visitors. Their behaviour and attitudes to learning are good and sometimes outstanding, especially when teaching is at its best. Their pride in the school is reflected in their smart appearance, enjoyment in learning and average and improving attendance. This is why most pupils are achieving well.
- However, when teaching is not so successful, some pupils become restless and lose concentration because their learning needs and interests are not fully met.
- Pupils feel safe and enjoy outstanding relationships with staff that boost their self-confidence and self-esteem. A typical comment is, 'Staff are caring and fair. They treat you as you want to be treated.'
- Pupils have a good understanding of the different forms that bullying may take, including cyber-bullying and bullying as a result of prejudice. This stems from highly-effective teaching in school and involvement in anti-bullying weeks. Pupils know about stranger danger and older pupils have an increasing knowledge about how to keep themselves safe on the internet. Pupils say that bullying is extremely rare, but on the very few occasions, bullying occurs they are confident who to speak to and that it would be dealt with fairly by adults. Pupils respect each other's differences and have a good understanding of different faiths and cultures.
- School councillors, peer mentors and buddies eagerly grasp the opportunities offered to take on responsibility and make a genuine difference to pupils and the school in general.
- Pupils greatly enjoy taking part in the wide range of clubs and activities the school provides, including residential visits and different sports and inter-school competitions.
- Parents' responses in the 'Parent View' and in surveys undertaken by school reflect overwhelming support about behaviour in school.

The leadership and management are good

- The headteacher, ably assisted by the deputy headteacher and other senior leaders, has been successful in ensuring that all staff are focused on continuous improvement. As a result,

teaching is improving and attainment rising.

- The very positive culture in school and high morale are reflected in the positive response to the voluntary staff questionnaires. Teachers are provided with regular training and checks are made on the effectiveness of teaching and its impact on pay progression. However, there is not a consistently sharp enough focus on holding all teachers to account for the proportions of pupils making better than expected progress.
- The progress of different groups of pupils is checked regularly and actions are now being taken more quickly to identify those in danger of falling behind and to provide the support they require to improve.
- The school's plans for improvement have accurately identified the areas of most priority and are having a positive impact on improving the quality of teaching and the progress of pupils, particularly in reading and mathematics. However, actions planned to improve the quality of teaching and the achievement, particularly in writing, are not always sharply focused on clear and measurable outcomes for pupils so that leaders can be assured about the impact of the plans.
- Successful changes have been made to the curriculum to make it more creative and focused on the development of pupils' basic skills. It promotes pupils' spiritual, moral, social and cultural development well through focused teaching, themed weeks and visitors, such as Islamic workshops for Year 6.
- The school has used its excellent partnership with the children's centre on site to support pastoral care and work with parents and families alongside improving children's readiness for school.
- The school works exceptionally well with parents, the local community and schools locally.
- The local authority has provided good support through work such as a 'health check' review of the effectiveness of the school.
- Newly allocated funds to promote sport are used effectively to improve the quality of activities on offer through the use of coaches, and to increase pupils' participation in different sports and competitions.
- **The governance of the school:**
 - Governance is strong. Governors are committed to improving the school and rigorously check on its effectiveness through focused committees. They visit the school regularly and use the good quality information they receive to keep informed about the strengths and areas for development in school. They have taken decisive actions to restructure the staffing to ensure the effective use of available finances and staff experience and expertise. Governors have used pupil premium funding for the benefit of those pupils who are eligible. They have a good understanding of how the attainment of pupils compares with other schools locally and nationally and regularly check on how well different groups of pupils are achieving.
 - They have ensured that the performance of staff is regularly reviewed and that teachers' pay is linked to how well pupils are performing. Governors ensure that all pupils have an equal chance to succeed and that safeguarding meets requirements.

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	105297
Local authority	Bury
Inspection number	426223

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	389
Appropriate authority	The governing body
Chair	Margaret Wild
Headteacher	Clare Salmon
Date of previous school inspection	25 November 2008
Telephone number	0161 798 5680
Fax number	0161 798 7351
Email address	butterstile@bury.gov.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

