

# St Mary's CofE Primary School Moston

St Mary's Road, Moston, Manchester, M40 0DF

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement is not yet consistently good. The proportion of pupils making or exceeding the progress expected of them at Key Stage 2 is below average in reading and writing.
- Not enough teaching is good or better. Teachers do not always use resources or set work that help all pupils to make rapid progress.
- Pupils' behaviour in some lessons is not good enough. This prevents all pupils from learning well.
- The marking of pupils' work is not consistently good. Some written comments do not clearly inform pupils of what they need to do to improve their work.
- Senior leaders and the governing body do not check pupils' progress carefully enough to ensure that all groups of pupils learn quickly. This is particularly so for the most able pupils and those supported through the use of the pupil premium funding.
- Senior leaders and governors do not apply the school's performance management systems with sufficient rigour in order to speed up the rate of school improvement.
- Subject leaders' role in improving the school is underdeveloped, especially their involvement in improving the quality of teaching and learning.

### The school has the following strengths

- Children's learning gets off to a good start in the Early Years Foundation Stage.
- Pupils achieve well and make good progress in mathematics throughout the school.
- Pupils are polite and well mannered to each other and to visitors.
- Pupils enjoy coming to school; their attendance is average and rising.
- Pupils are well cared for and say that they feel safe in school. The large majority of parents support this view.
- Senior leaders and the governing body know the school's strengths and what needs to be done to improve it further. They have been successful in improving teaching since the last inspection.

## Information about this inspection

- The inspectors observed 11 lessons taught by eight teachers. One lesson was observed jointly with the headteacher. Inspectors also visited several classrooms with senior leaders to look closely at pupils' work.
- Inspectors talked with pupils and listened to some Key Stage 1 and Key Stage 2 pupils reading.
- Meetings were held with staff, four members of the governing body and a representative of the local authority. Two conversations were held with representatives of the local authority.
- Inspectors looked closely at school documentation, including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- The inspectors took account of the 14 responses from parents recorded in the online questionnaire (Parent View), together with the 61 responses to a parental survey carried out by the school in June 2013. Inspectors also had informal conversations with some parents and telephone conversations with two parents.
- The inspectors took account of the 33 responses to the staff questionnaire provided by Ofsted.

## Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

## Full report

### Information about this school

- St Mary's is slightly smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is well above the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children of service families and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is above the national average. The proportion of pupils in the school who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly below the national average. The proportion of those supported through school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school operates a pre-school nursery that is managed by the governing body. There is also a breakfast club provided for pupils of the school.
- The school is part of a local partnership of schools.

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

- Improve the quality of teaching so that it is at least consistently good or better in order to accelerate pupils' progress, particularly in reading and writing, by:
  - increasing teachers' expectations of what pupils can achieve and always setting work that is hard enough for pupils of all abilities
  - eliminating all distractions and instances of poor behaviour during lessons to ensure that pupils are always fully engaged in their learning without interruption
  - making sure that teachers' marking provides pupils with clear and precise guidance on what they need to do to improve their work and ensuring that pupils respond to the advice given.
- Improve the effectiveness of leadership and management at all levels, including governance, so that the school improves at a good rate, by:
  - ensuring that the school's recently introduced systems to track and monitor pupils' progress are used effectively to accelerate the progress of all groups of pupils, particularly the most able and those known to be eligible for free school meals
  - further developing the role of subject leaders to enable them to make a more effective contribution to school improvement and raising achievement
  - increasing the rigour and precision of the targets set for teachers in order to improve the quality of teaching and raise pupils' achievement more rapidly.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because some pupils are not making good enough progress across the school, particularly in reading and writing, from their starting points. Between Years 3 and 6, the proportions of pupils making at least the progress expected of them in reading and writing are below national averages. This is because teaching has not been good enough in all classes to ensure that all pupils make consistently good progress.
- Many children join the Early Years Foundation Stage with skills and abilities that are below those expected for their age. Some children's skills in speaking and listening are well below those expected. Good teaching in the Nursery class enables children to progress well. By the end of the Reception Year, children's skills in literacy are slightly below those typically expected for their age and are in line with national expectations in numeracy.
- At Key Stage 1, over the last three years, there has been an improving trend in pupils' attainment in reading, writing and mathematics. In 2013, attainment in reading and writing was slightly above national averages. In mathematics, attainment fell slightly in 2013, having risen strongly in 2012, but remained broadly average.
- The whole-school reading programme is very effective, and is helping to develop pupils' literacy skills well, particularly at Key Stage 1. Pupils make good use of their skills in phonics (linking letters to the sounds that they make) to help them read difficult words. Pupils say they enjoy reading and read regularly at home and in school. This is helping to support pupils' learning across a range of subjects and topics.
- In 2013, at the end of Year 6, pupils' levels of attainment in mathematics and the proportions of pupils making at least the progress expected of them were above the national average.
- Since the previous inspection, the school has introduced new processes to check on the attainment and progress of pupils. However, these are not yet being used well enough to check the progress of different groups of pupils, such as the most able and those supported through the pupil premium, from their starting points. Pupils' progress data provided by the school during the inspection show that the progress of different groups of pupils varies from year to year. Current school data show that the most able pupils make good progress in reading and mathematics compared to other ability groups, but less progress in writing.
- Pupils at risk of falling behind in their learning are quickly identified and additional support is given; for example, one-to-one or small-group work is provided for pupils eligible for the pupil premium funding.
- Overall, disabled pupils and those with special educational needs receive effective support to improve their speaking, reading, writing and numeracy skills. There are no significant differences between the achievements of different groups of pupils over time. Pupils who receive additional support make similar progress to, and sometimes better progress than, their classmates.
- In 2013, the few pupils who speak English as an additional language and those from ethnic minority backgrounds made similar or better progress than their classmates.

### The quality of teaching

### requires improvement

- Teaching requires improvement because the quality of teaching is not consistently good or better in all classes.
- In some lessons, where teaching is less effective, learning is too slow because teachers do not set tasks and activities that enable all pupils to learn well, whatever their ability. Teachers do not always have high enough expectations of pupils, particularly the most able. As a result, pupils sometimes spend too much time on work that is too easy for them. Similarly, teachers do not always know how well some pupils understand the work and set work that is too hard.
- Although pupils' work is marked regularly, teachers do not always provide pupils with clear and specific written comments about what they need to do to improve their work. When teachers'

comments do tell pupils what they need to do to improve, teachers do not always ensure that pupils follow up this advice. This means that chances to take learning even further forward are missed.

- In lessons where pupils learn well, teachers use effective questioning to challenge and check pupils' understanding of the work. They provide opportunities for pupils to work well together, to share and develop ideas, and set work that pupils can relate to and capture their imagination. This helps to make learning enjoyable and effective. In a Year 4 English lesson, for example, pupils were working as 'spies' writing a set of instructions for a secret agent to operate a briefcase missile launcher. They were fully focused on their work and made good progress.
- In the Early Years Foundation Stage, good teaching provides children with exciting activities that stimulate them so they are attentive and enjoy learning. In a Nursery class lesson, for example, the children were listening to the *Three Billy Goats Gruff* story, with the teacher playing the role of the Troll. Through use of effective questioning by the teacher, the children came up with their own very imaginative questions that enabled them to develop a good understanding of the strong link between friendship, good behaviour and respect. In addition, the outdoor area provides children with further opportunities to develop their learning through play.
- Teaching assistants are deployed well in lessons and make a significant contribution to pupils' learning, particularly to support disabled pupils and those who have special educational needs. They help pupils to learn, develop skills, and to achieve as well as all other pupils. This supports the school's aims of providing equal opportunities for learning and success for all pupils.

## The behaviour and safety of pupils

## require improvement

- The behaviour of pupils requires improvement.
- In a few lessons, some pupils' attitudes to learning are not consistently good. Some pupils do not always pay attention or chatter, and this distracts others and prevents all pupils from focusing on their work. As a result, they do not learn well enough.
- All pupils are aware of the sanctions used for poor behaviour in class. However, observations during the inspection showed that in some lessons the sanction system is overused. This interrupts the flow of the lesson and slows pupils' learning.
- Pupils are polite and well mannered. The relationships among pupils and between pupils and adults are good.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe because they are well cared for by teachers and other adults. Playtimes are lively but friendly and pupils behave safely in the playground at break times. They understand how to keep themselves safe. For example, Year 4 pupils learn to swim; all pupils learn how to use the internet safely and about how far they can trust people. The school pays due regard to safeguarding and the school site is secure.
- The school has made good use of the new primary school sport funding to provide additional sporting activities at lunchtime and after school. More pupils now take part in physical activities and are developing new skills, for example, in football and basketball. This is helping to develop healthy lifestyles and physical well-being for the pupils.
- The vast majority of pupils have a clear understanding of the different forms of bullying and report that bullying is rare. Pupils say that, should any instances of bullying occur, they would be quickly resolved.
- The responses to Parent View and to the parental survey carried out by the school are positive. The large majority of parents agree that their children are well cared for and feel safe at school, and would recommend this school to others.
- The school provides opportunities for pupils to develop responsible attitudes – for example, by being members of the 'Urban Crew' to look after the environment, the 'Friendship Squad', who support other pupils at lunchtime, or as members of the school council. Pupils also work hard to help others by raising money for charities, such as Children in Need and Comic Relief.
- The school works in a close and effective partnership with parents to address attendance and

punctuality issues. As a result, over the last three years, attendance has continued to improve. In 2013, attendance was in line with the national average.

## **The leadership and management** require improvement

- The headteacher, senior leaders and the governing body have accurately identified the school's strengths and areas for further development. They demonstrate a passion and commitment to improve what is provided for pupils and raise standards further, particularly in reading and writing, by improving the quality of teaching. Although they have been successful in improving the quality of teaching since the previous inspection, there is still some teaching that is not yet good.
 

Regular observations of lessons carried out by the senior leaders provide teachers with accurate feedback on their performance. The headteacher uses information about the quality of teaching well when developing the training programme for staff. However, the targets set for teachers to improve their performance are not always rigorous and precise enough to improve the quality of their work and raise pupils' achievement more rapidly.
- The systems used to check the performance of teachers, including the quality of teaching, have not been used well when advising the governing body about teachers' promotion and pay awards.
- Senior leaders and the governing body do not check carefully enough the progress of different groups of pupils from their starting points to ensure that all groups always make at least good progress. This includes, in particular, the most able pupils and those pupils supported through additional funding, such as the pupil premium.
- The school is developing the role of subject leaders. However, they still do not play a full part in improving the school, especially in checking and improving the quality of teaching in their subject areas.
- Recent changes to the school's curriculum are providing pupils with further opportunities to develop their reading, writing and mathematical skills by teaching subjects through interesting topics and themes, such as the 'Victorian Day' and the 'Pirate Week'. The school provides pupils with a variety of activities to enrich their experiences, such as visiting authors to promote reading and writing skills, a trip to Llandudno to help Year 6 with their geography topic work, and chickens' eggs hatching to help support the science topic, 'New Life'. Years 5 and 6 pupils reported that they really enjoyed taking part in a re-enactment of the First World War as part of the Manchester Arts Education Initiative held at the Victoria Baths.
- The school also offers pupils a wide range of extra-curricular activities. These include street dance, choir, computers, gardening and sports. The school also runs a breakfast club that provides a variety of activities and a healthy breakfast in a caring and safe environment. These activities, together with school assemblies, contribute well to pupils' good spiritual, moral, social and cultural development and also help them to extend their range of academic and social skills.
- The school's effective work with its cluster of other primary schools is beginning to have a positive effect on improving the quality of teaching and learning, such as in the Early Years Foundation Stage.
- The school has benefited from the local authority's effective and valuable advice, support and challenge to improve the quality of teaching and learning.
- **The governance of the school:**
  - The governors know the strengths of the school well and the areas for further development because of the information they receive and from regular visits to the school. This information enables governors to provide support and challenge to school leaders. The governing body oversees the management of teachers' performance and ensures relevant training is provided for staff. However, in recent years, governors have not ensured that teachers' pay progression is determined by the quality of their teaching and its impact on pupils' progress. The governing body has a good understanding of the school's finances and the allocation of additional funding, such as that received through the pupil premium. However, it does not

robustly check the effect of the pupil premium on pupils' progress. Until recently, the information received by governors about how well pupils are doing has focused more on the standards reached by pupils rather than on pupils' progress from their starting points. As a result, governors do not rigorously check the progress made by different groups of pupils. Safeguarding procedures and policies meet statutory 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

<b>Unique reference number</b>	105545
<b>Local authority</b>	Manchester
<b>Inspection number</b>	430980

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joyce Roberts
<b>Headteacher</b>	Maureen Curley
<b>Date of previous school inspection</b>	29 May 2012
<b>Telephone number</b>	0161 681 0407
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