

Abbott Community Primary School

Livesey Street, Collyhurst, Manchester, M40 7PR

Inspection dates 4–5 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Achievement is good. Pupils make good progress in learning to read and write and in mathematics. Pupils' progress in mathematics is outstanding in Year 6 because teaching helps them to learn at a brisk rate.
- Teaching is good. Some teaching is outstanding. Teachers plan interesting lessons. Classrooms buzz with excitement as eager pupils enjoy their learning.
- Behaviour and safety are outstanding. Pupils show immense pride in their school and everyone gets on extremely well together. Behaviour in lessons and around the school is outstanding. Pupils feel entirely safe in school and are cared for exceptionally well.
- The headteacher provides excellent leadership. She expects the very best of every pupil. All leaders are highly committed and ambitious for all pupils to do well.
- Achievement and attendance have improved in the last three years following some dips after the last inspection. This shows the impact of good leadership, governance and teaching.
- Leaders' checks on the quality of teaching and pupils' progress are effective. Leaders and governors manage teachers' performance well and ensure that teaching is good across the school.
- Governors aspire for all groups of pupils to succeed and successfully challenge and support school leaders.
- The school provides a superb range of activities in sport. There are extensive links with schools overseas. The school's exceptionally positive atmosphere ensures that pupils' personal development thrives.
- Parents are highly supportive. One parent summed it up by saying 'it's fantastic, my children can't wait to get here in the morning.'

It is not yet an outstanding school because

- Teaching is not yet outstanding. In some lessons the most-able pupils are not challenged enough. The marking of pupils' work does not consistently inform the planning of future lessons or help pupils to improve.
- Middle leaders are highly enthusiastic but new to their role and still need to acquire some key skills in checking on teaching and managing its improvement.

Information about this inspection

- Inspectors observed significant parts of 15 lessons and three of these lessons were observed jointly with the headteacher. Altogether, 10 teachers were observed and teaching was seen in all classes. Inspectors looked at pupils’ books to gain evidence about the quality of teaching and pupils’ progress over time.
- Inspectors listened to pupils read and talked to them about their progress in reading and what they like about it.
- Meetings were held with four governors, the headteacher, middle and senior school leaders, a representative of the local authority and with all teachers. Informal meetings were held with groups of pupils.
- Inspectors looked at a range of documentary evidence including records of pupils’ progress, the school improvement plan and records of governing body meetings. Inspectors also considered a number of policies including those for child protection and behaviour.
- Inspectors looked at 17 responses to the Ofsted on-line questionnaire for parents (Parent View). They spoke to a number of parents as they brought their children to school.

Inspection team

David Law, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- Abbott is an average-sized primary school. The proportion of pupils from minority ethnic groups is above average, as is the proportion of pupils whose first language is not English.
- An average proportion of pupils is supported at school action because they are disabled or have special educational needs and an above average proportion has a statement of special educational needs or is supported at school action plus.
- The proportion of pupils supported through the pupil premium is well above average. (The pupil premium is 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.)
- The proportion of pupils leaving or joining the school in any one year, at other than the normal time, is much higher than is typically seen.
- Since the last inspection seven years ago, there have been significant changes of staff. Both the headteacher and deputy headteacher were appointed within the last year. Most middle leaders are new to their role. Most teachers have joined the school since the last inspection.
- The school meets the current government's floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so more is outstanding and pupils can make the best possible progress at all times by:
 - making sure teaching challenges the most-able pupils so they learn at a brisk rate and reach the highest levels of which they are capable
 - developing methods for marking pupils' work so they gain a clear understanding of what they need to improve
 - making sure the information teachers get from the marking of pupils' work is used consistently well to plan and teach future lessons.
- Improve middle leadership by developing the skills of phase leaders in checking and improving the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills, knowledge and understanding which are well below what is typical at this age. They enjoy learning, for example, when Reception children excitedly went off to look for 'aliens' in the classroom. Children make good progress, particularly in their personal development. They are well-prepared for Year 1 and become increasingly confident and independent, entering it with levels of attainment just below average.
- Good progress continues at Key Stage 1. Pupils are keen to read and make good use of their knowledge of letters and sounds (phonics). They enjoy learning to write, drafting increasingly longer pieces. Their currently good progress in literacy, including reading and mathematics, is due to good teaching. By the end of Year 2, attainment in reading and writing is broadly average and there has been an improvement, following a dip to below average standards in 2011.
- Over time, standards of attainment in mathematics by the end of Year 2 have been average. Pupils' books show that currently they make good progress in both Years 1 and 2 and become increasingly skilled in using numbers. For example, in one outstanding lesson in Year 1, pupils made exceptionally brisk progress when solving number problems and could explain their reasoning clearly.
- Pupils' books, school data and evidence from lessons show that current achievement is good at Key Stage 2 and so pupils are well-prepared for the next stage of education. In 2013, by the end of Year 6, pupils reached above average standards of attainment in reading, writing and mathematics, which was an improvement on the previous year.
- At Key Stage 2, good teaching ensures that pupils can read fluently, successfully undertake different types of writing and apply their skills to other subjects. For example, pupils in Year 5 wrote compelling letters to their mothers about life on board ship in times past. By the end of Year 6 most pupils read with good understanding and use inference well.
- Pupils make good progress in mathematics across Key Stage 2. Currently, outstanding mathematics teaching in Year 6 is helping pupils to learn new skills quickly and pupils are adept at explaining their reasoning and using mathematics in other subjects. One group of Year 6 pupils solved complex algebraic equations and could explain how they had got their solutions.
- Disabled pupils and those with special educational needs make good progress overall and some individuals make outstanding progress because of the excellent support provided by teaching assistants in the 'accelerated learning group.'
- All minority ethnic groups make at least good progress; most Chinese pupils currently make outstanding progress in mathematics at Key Stage 2. Pupils learning English as an additional language make good progress because teachers have a good knowledge of how to teach this group. Pupils who arrive at different points through the year make good progress because their needs are assessed and met quickly.
- Pupils eligible for free school meals make the same good progress as that of others in the school and their attainment in reading, writing and mathematics is above that of similar pupils nationally. Pupil premium funding has had a powerful impact on the attainment of pupils eligible for free school meals. The gap in attainment between this group and other pupils has disappeared and now eligible pupils are ahead by about one term in both mathematics and writing and by two terms in reading.
- The most-able pupils make good progress overall and in some mathematics lessons where the teaching is outstanding, they make outstanding progress. However, in other lessons, they are not challenged enough and their progress slows as they are expected to do things they can already do, rather than learn something fresh.
- School leaders and all staff effectively foster good relations, tackle discrimination and provide equal opportunity for all pupils to learn. This helps all groups of pupils to make good progress.

The quality of teaching is good

- Good teaching over time across the school promotes pupils' good achievement. Outstanding teaching is seen in both Key Stage 1 and Key Stage 2. There is strong subject knowledge in German and mathematics which underpins the outstanding teaching in these subjects.
- Pupils describe their teachers as 'kind' and 'fun to learn with'. One said, 'teachers show us the best possible way to learn without telling us the answers'. Such positive attitudes stem from the excellent relations that exist between pupils, teachers and other adults in all classes and from teachers' careful planning that makes lessons interesting.
- Teaching engenders excellent attitudes to learning. Consequently, pupils concentrate, try their best and work cooperatively with others. This promotes pupils' moral and social development exceptionally well. For example, in one lesson, pupils with special educational needs discussed making choices and gained a firm understanding of the consequences of their behaviour.
- Over time, the successful teaching of literacy, including reading and writing, has ensured pupils' continued good progress and underpins a trend of improved achievement. Teachers question pupils with great skill, for example when helping them to solve mathematical problems. They plan carefully to ensure that pupils can write for a range of different purposes. They check pupils' progress in reading assiduously, so nobody falls behind.
- The teaching of pupils with special educational needs is very effective. The 'accelerated learning group' works exceptionally well because pupils' individual needs are catered for and they experience success. Pupils for whom English is an additional language receive good teaching targeted precisely at their needs and they acquire new skills quickly as a result.
- In some lessons, the most-able pupils are not challenged sufficiently and consequently their progress is not quick enough. School leaders recognise this issue and have arranged for the most-able pupils to receive additional teaching in mathematics; this is currently pushing up achievement.
- There are good methods in place to check on pupils' progress and teachers mark pupils' books regularly. Despite this, marking does not consistently show pupils what to do to improve and nor does the assessment information gathered sufficiently inform the planning of future lessons.
- Teachers use homework exceptionally well to engage pupils. For example, 'home learning' projects have helped pupils to acquire research skills.
- The work in pupils' books and school leaders' monitoring of teaching show that over time it is of good quality and is helping pupils to make at least good progress throughout the school.

The behaviour and safety of pupils are outstanding

- Both behaviour and safety are outstanding. This is because leaders, teachers and all staff do their utmost to create a warm, positive and caring ethos where every pupil is seen as important.
- The behaviour of pupils is outstanding. Attitudes to learning are exceptionally positive: pupils are keen to learn and strive hard in lessons to do their very best. In lessons, pupils' outstanding behaviour helps them to learn well, as they respond readily to instructions, work co-operatively alongside others and persist if they encounter a problem. Parents agree that the school maintains high standards of behaviour.
- Outstanding behaviour is the norm around school and has been over time; there have been no exclusions. In the playground and at lunchtimes, pupils are polite and always eager to help. Pupils love taking on important responsibilities such as being on the school council.
- The school's work to keep pupils safe and secure is outstanding. Consequently, pupils feel totally safe in school. There is an excellent programme of personal and social education, so pupils have a strong understanding of how to keep safe.
- Bullying is rare and highly effective methods are in place to teach pupils about different forms of bullying and to eradicate any form of harassment. For example, in a Key Stage 1 assembly pupils were enthralled to learn about Sid the 'super-protector' and what they could do to keep themselves and others safe.

Attendance levels have risen consistently for the last three years and are now well above national figures. Pupils are keen to come to school and eager to get into lessons because they enjoy learning. Methods for encouraging excellent attendance are highly effective.

The leadership and management are good

- The headteacher provides excellent leadership, creating a culture where good teaching can flourish and where pupils can achieve. The deputy head teacher gives good support, for example, by providing a model of outstanding teaching in mathematics that is helping other teachers to sharpen their skills.
- Systematic, thorough and robust methods for checking on the quality of teaching and pupils' progress ensures that teaching continues to improve and promotes pupils' good progress. The improvement plan is clear and everyone subscribes to its relevant priorities.
- Leaders ensure that procedures for the appraisal of teachers' work are securely in place and this effective management of teachers' performance ensures that all teachers have relevant targets to help them improve. Leaders make sure that further training for teachers helps them to learn new skills, including opportunities to see outstanding teaching in the school.
- Leaders, managers and governors work well together to foster good relations and create a welcoming climate for both pupils and their parents. This caters exceptionally well for pupils' spiritual, moral, social and cultural development, with the result that all groups of pupils work and play harmoniously together and grow in toleration and understanding of different cultures and beliefs.
- Leaders want pupils to experience an interesting and exciting education across different subjects and this is achieved successfully. For example, visits to places of interest and links with schools in Germany and Africa help pupils to learn about the wider world. An extensive range of sports is available. Pupils are tremendously enthusiastic when doing physical education with 'Commando Joe' – for example, when Year 1 solved the problem of how to cross a 'crocodile-infested river' whilst leading a blindfolded fellow pupil. The primary school sport funding has been used successfully to raise participation levels even further and pupils are now very aware of the need to maintain a healthy lifestyle.
- Leaders and governors have used pupil premium funding to great effect to provide tailored support and the achievement of this group has risen strongly.
- Leaders and governors value the support of the local authority, particularly the help of the school adviser who has worked with senior staff to evaluate and improve the quality of teaching and support the new headteacher. The impact of this action is seen in the good quality teaching and in the effective work of the headteacher.
- Middle leaders are new to post and their roles have only recently been re-defined to become 'phase leaders.' Middle leaders are keen to take on responsibilities such as reviewing pupils' progress and helping other teachers to improve. However, they are not yet experienced or effective enough in checking on teaching, evaluating its impact on pupil progress and then managing other teachers to ensure that they improve.
- Although the teaching staff have changed significantly since the last inspection, teaching quality remains good overall and some teaching is outstanding. Attendance and punctuality have improved and this contributes to the outstanding behaviour and safety. Key areas of achievement, such as pupils' progress in writing, and the performance of those pupils in receipt of pupil premium funding, have improved strongly since the school was last inspected.
- **The governance of the school:**
 - Governors are very committed to the school and make sure that school leaders are both supported and challenged. They have a good knowledge of teaching and school performance data because they visit regularly and are very well-informed by reports from the headteacher. They make sure pay is merited and that the performance of teachers, including that of the headteacher, is carefully checked. Budgets are managed well, for example, the pupil premium funding which is raising standards. Governors make sure that safeguarding requirements are met.

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 Ousted 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 Ousted inspectors.</p>

School details

Unique reference number	105387
Local authority	Manchester
Inspection number	440428

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	W Hattersley
Headteacher	M Crosbie
Date of previous school inspection	6 March 2007
Telephone number	0161 834 9529
Fax number	0161 834 4355
Email address	admin@abott.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. 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 2014

