

# Gorton Mount Primary Academy

Mount Road, Gorton, Manchester, M18 7GR

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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.

- The Principal, senior and middle leaders and governors share high expectations and an unswerving commitment to ensure that every pupil achieves their goals, whatever their circumstances. As a result, improvement has accelerated with the school's new academy status.
- Pupils' achievement is good. From very low starting points, pupils make excellent progress in reading and writing to reach national standards and good progress in mathematics where standards are just below average.
- Learning is good. Teachers plan interesting lessons which focus on pupils' enthusiasms so that concentration and attitudes to learning are good.
- Pupils' behaviour around the school site is typically good. They are welcoming to visitors, respectful of adults and each other, and proud to be members of this school. Attendance is rising each year.
- The pastoral care and support provided by the school are outstanding. The school nurtures its pupils. It is a hub of the community and benefits the lives of many pupils and families. Parents are unanimous in their praise of the school.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils feel safe and happy in school and through the curriculum have a wide understanding of their own and other cultures.

### It is not yet an outstanding school because

- Sometimes work in pupils' books is unfinished and pupils do not always respond to requests from teachers to improve their work.
- Teachers do not set high enough expectations for the presentation of pupils' work.

## Information about this inspection

- Three inspectors observed 20 lessons taught by 18 teachers and several teaching assistants. Six of these were joint observations with senior leaders. Inspectors also visited breakfast club, attended assemblies and guided reading sessions and observed the pupils at break and lunchtimes.
- Meetings were held with senior leaders, members of staff, groups of pupils, members of the governing body and representatives of the Bright Futures Educational Trust.
- Inspectors observed the school’s work and looked at development plans, records of pupils’ progress, arrangements for safeguarding, the work in pupils’ books, attendance and behaviour records and arrangements relating to pay and performance.
- There were insufficient responses to register on Parent View, the on-line questionnaire. Instead, inspectors took account of the school’s most recent survey of the views of 108 parents taken in April 2014 and from conversations with parents bringing their children to school during the inspection.
- Inspectors gained the views of staff from direct conversations and meetings and 23 responses to the staff questionnaire.

## Inspection team

Judith Straw, Lead inspector	Additional Inspector
Barbara Harrold	Additional Inspector
David Halford	Additional Inspector

## Full report

### Information about this school

- Gorton Mount Primary Academy converted to become an academy school on 1 September 2012 as a member of the Bright Futures Educational Trust. When its predecessor school, Gorton Mount Primary School, was last inspected by Ofsted, it was judged to be good.
- The school is much larger than the average-sized primary school with more boys than girls.
- The majority of pupils come from minority ethnic backgrounds with one quarter of pupils coming from White British backgrounds. The largest groups are from Roma, Pakistani and African backgrounds.
- Over two-thirds of all pupils speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is high and includes nearly half of all pupils. Pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children that are looked after.
- The proportion of disabled pupils and those with special educational needs supported through school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- There is a very high level of mobility with many pupils joining and leaving the school other than at the usual times.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

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

- Further improve the quality of teaching and learning and so raise pupils' achievement by:
  - setting higher expectations for the quality of presentation in pupils' books and for all pupils to complete their work
  - making sure pupils respond to advice on how to improve their work and giving them opportunity to do this.

## Inspection judgements

### The achievement of pupils

is good

- The very great majority of children start in the Nursery or Reception classes with levels of skill well below what is expected for their age. Many pupils join the school throughout the year. For example, the school had admitted over 50 new pupils in the fortnight preceding the inspection. Some of these pupils can speak no English at all when they start school and some have no previous experience of school. Despite these very low starting points, by the end of Year 6 pupils reach average, and just above average standards in reading and writing which represent excellent progress. Attainment in mathematics is just below average so that achievement in mathematics is good rather than excellent.
- A review of school information shows that the pupils who are in the school throughout their primary education make excellent progress in reading, writing and mathematics.
- Pupils' overall achievement in the Year 1 test of letters and sounds is below average because many have not been in school long enough to catch up and a high proportion are at an early stage of learning English. This year more pupils are reaching the expected standard.
- Attainment at the end of Key Stage 1 is below average but improving. Again, the high numbers of pupils who join and leave the school at other than the normal times is one reason, but once children settle in school many of them make strong progress and catch up during Key Stage 2.
- Disabled pupils and those with special educational needs do as well as other pupils in their class. Their progress is carefully checked, outside expertise is used when necessary and the school tailors support to each individual pupil's needs.
- Pupils known to be entitled to pupil premium support make good progress and their achievement matches that of other pupils in school and sometimes exceeds it.
- Roma pupils make excellent progress. These pupils have often had no experience of school before. The school provides a welcoming, supportive environment so that they settle quickly, enjoy school and achieve well ready for the next stage of their education. Pupils from Pakistani and African backgrounds make equally good progress.
- The many pupils who speak English as an additional language make excellent progress and achieve well.
- The most able pupils achieve as well as others in reading and writing. However the most able pupils did not all make good progress in mathematics last year. This year, they are performing much better. The school is providing a gifted and talented mathematics club and, in some cases, one-to-one tuition for pupils capable of reaching the higher levels.
- The school's robust and effective efforts to support the progress of all pupils whatever their backgrounds demonstrates its strong commitment to ensuring all pupils do well.
- Pupils enjoy guided reading sessions in school. Some have little opportunity to read at home. The well-stocked library is used daily for lessons and reading for pleasure.

### The quality of teaching

is good

- In the Early Years Foundation Stage children make good progress because teaching provides a strong focus on language development. Many children start school with weak speaking skills. Teachers and teaching assistants know their pupils well and plan lessons which give children an exciting range of opportunities to practise speaking and listening while enjoying numerous different activities. Learning is consistently good and sometimes outstanding for the youngest pupils. Children develop enquiring minds and take a great interest in the world around them.
- The Nursery and Reception areas have a good range of equipment to support the development of numeracy and encourage children to explore scientific ideas. However, the outdoor area is not always used as effectively as it might be.
- In Key Stage 1 lessons are planned to suit the ability levels of all the pupils so that everyone is able to make good progress and enjoy learning. For example, in science lessons Year 1 pupils

were categorising different kinds of animals and learning the difference between zoo animals and farm animals.

- In Key Stage 2 good learning is evident across English, mathematics and science lessons because teachers nearly always plan work which is at the right level for pupils to make the best progress.
- Teachers and teaching assistants work together in a strong partnership to support the learning of the many different types of pupils in their care. Disabled pupils and those who have special educational needs and pupils learning English as an additional language all progress well.
- Sometimes teachers do not set high enough expectations for the presentation of pupils' work. Some books are written in pencil, in poor handwriting and sometimes work is left unfinished. A few pupils do not respond to teachers' requests to complete or improve work and this is not always followed up by the teachers.

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

- The school's work to keep pupils safe and secure is outstanding. The school has a strong child protection team who work with families and outside agencies to ensure that pupils are safe and able to enjoy their education.
- Bullying is rare and dealt with systematically and thoroughly by senior staff. Pupils say that name-calling is rare. They know that using disrespectful language relating to race, sex, religion or gender is wrong.
- The behaviour of pupils is good. In most lessons pupils pay attention, respond well to their teachers and show good attitudes to learning. This contributes to the good progress they make. Just occasionally, when classrooms are less well managed, there is some very low-level disruption. At break and lunchtimes pupils play well together enjoying some vigorous games or sitting chatting, doing craft work or reading.
- The large number of pupils learning English as an additional language and pupils of many different nationalities get on well together. New pupils are welcomed and helped to integrate into school quickly. Pupils move around the school with confidence; they are courteous to visitors and keen to make friends and be helpful.
- Records concerning behaviour and exclusions show that the school sets high expectations and acts promptly if any pupil falls short. As a result, behaviour is improving and there are few exclusions.
- The school works hard to help families understand the importance of regular attendance. In the previous two years attendance has increased and is now in line with the national average.

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

- The Principal and senior leadership team provide excellent leadership in driving the new academy forward to achieve even better. The Principal believes strongly in supporting the emotional development of pupils so that they are enabled to learn effectively. The school calls this 'learning readiness' and this inspiring school sees it as its business to remove barriers to learning so that each child can thrive and succeed.
- The school has extensive and well-planned strategies to develop teaching and learning. All teachers have professional development plans in place and teachers speak highly of the support they receive from senior leaders. A recent success is the improved teaching of mathematics and the better progress high ability pupils are making this year. The effective appraisal system is used to develop teaching and leadership and is clearly linked to pay progression.
- The school's system for checking on the progress of every pupil is exemplary. Leaders know their pupils well and use a wide range of different approaches to support any child in danger of falling behind.
- Some subject leaders are new in post and are securely developing the skills necessary to

manage their areas and ensure all pupils achieve even better.

- The school's curriculum specifically and successfully aims to improve pupils' skills. This allows teachers and pupils to choose topics which appeal to them, while making sure that essential skills in literacy and numeracy are taught well. Over three-quarters of all pupils learn a musical instrument and drama is used extensively in different lessons. Pupils in Year 6 are involved in the Manchester arts project which is broadening horizons.
- The primary school sports funding is used to give pupils opportunities to enjoy many different sports and activities such as cricket, football, athletics and flamenco dancing. Many pupils benefit from after-school clubs as well as physical education lessons. Pupils in Years 1 and 2 enjoy 'healthy living clubs' at lunchtime and older pupils are trained to develop 'student leaders' skills. The school fields mixed-ability teams when playing against other schools to develop perseverance and, if the team is unsuccessful, help pupils to learn to lose graciously.
- The interesting curriculum and the opportunities to learn about figures such as Martin Luther King and the Suffragettes contribute very well to pupils' excellent spiritual, moral, social and cultural development.
- Pupil premium funding is used for therapy and academic and emotional support for the many disadvantaged pupils in school. Interventions can range from visiting a donkey sanctuary to booster classes for English and mathematics and one-to-one sessions with learning mentors. The school's course to help pupils who have moved schools very often or who have lived in different countries gives these pupils a sense of belonging and helps them to make a good start to their learning. This has helped Roma pupils in particular.
- School leaders value membership of the Bright Futures Educational Trust because they are able to draw on the expertise and support of other schools within the Trust, for example in the drive to improve the teaching of mathematics. The Principal of Gorton is able to deliver training and support to other schools, particularly in successfully managing a diverse school population where many pupils are new to English.
- **The governance of the school:**
  - Governors are proud of the fact that the school provides a good education for a challenging and disadvantaged community, nurturing pupils and their families and inculcating respect for good education. They are rigorous in making sure all pupils have the same opportunities to succeed. They check on spending and make sure that pay progression is closely linked to successful outcomes for pupils. They understand how well the school is performing when compared to others locally and nationally. Governors ensure that the school's provision for safeguarding pupils is excellent. Governors regularly visit the school to see for themselves what is happening so that they know about the quality of teaching and the management of behaviour from first-hand experience.

## 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>	138784
<b>Local authority</b>	Not applicable
<b>Inspection number</b>	440030

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>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	570
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Foster
<b>Principal</b>	Carol Powell
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0161 224 5526
<b>Fax number</b>	0161 248 6707
<b>Email address</b>	admin@gortonmount.manchester.sch.uk



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