

SS John Fisher and Thomas More Catholic Primary School

Woodhouse Lane, Benchill, Manchester, Greater Manchester M22 9NW

Inspection dates

6–7 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Leaders and interim management board have successfully reversed the decline in standards so that the school now provides a good quality of education.
- The headteacher and his skilled, enthusiastic leadership team have brought about considerable improvements to the curriculum.
- The school's Gospel values are at the heart of all it does.
- The interim management board knows the school very well and make a valuable contribution to school improvement.
- Significant improvements in the quality of teaching throughout the school have resulted in the vast majority of pupils making good progress.
- Pupils' progress is thoroughly checked. However, occasionally within lessons, pupils' needs are not met quickly enough. Also, a few pupils are not being moved on in their learning swiftly enough.
- The teaching of phonics is strong. Year-on-year, more pupils are meeting the expected standards by the time they leave Year 1.
- Pupils enjoy coming to school. This is evident from their good attendance, which is above the national average.
- Leaders are diligent in carrying out their responsibilities for safeguarding and pupils feel safe in school.
- Personal development and welfare are good. Pupils benefit enormously from opportunities to talk about their feelings and are proud to have responsibilities in school.
- Children in early years have a good start to school life and make good progress from their starting points. However, there is a lack of a consistency across the early years classes.
- Although attainment is improving, pupils at the end of key stage 2 and the most able are still not achieving the outcomes of which they are capable in English and mathematics.
- Some teachers are too cautious in their teaching, resulting in some lessons lacking energy and interest.
- Opportunities to extend and challenge pupils to work independently, to think more deeply about their learning are sometimes missed.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Continue to raise achievement in English and mathematics across the school, particularly for key stage 2 pupils and also for the most able, so that more achieve at higher levels.
- Improve the quality of teaching, learning and assessment by ensuring that teachers:
 - feel confident to add their own flair to their lessons, to ensure they capture the interest of all pupils
 - raise the level of challenge offered to pupils, so that they have the opportunity for independence, to think more deeply about their work and extend themselves
 - use their assessment knowledge within the lesson to make quick adjustments to activities to ensure they are sufficiently matched to pupils' learning needs and move them on in their learning.
- Ensure that there is a consistency of approach across the early years classes.

Inspection judgements

Effectiveness of leadership and management

Good

- SS John Fisher and Thomas More is a good school. The headteacher, senior leaders and interim management board have responded decisively to the significant decline in standards by raising expectation of what pupils can achieve and radically changing the school's approach to teaching. Together with staff, they have worked extremely hard to turn the school around and led the way to providing good opportunities for pupils to achieve and develop as well-rounded individuals.
- The school's Gospel values are a prominent part of school life. Pupils and staff talk frequently about values such as respect, kindness and tolerance. These qualities were much in evidence during the inspection. The good understanding of such values has resulted in pupils who are caring, considerate and respectful of each other and the wider community.
- The headteacher has very successfully steered the school through a very challenging time. He has admirably led by example and played a central part in getting the school back on track in order to offer the very best education to pupils. Relationships between staff are very positive. They express a strong commitment to leaders and are very proud to work at the school, which now benefits from a stable, happy and dedicated team.
- The experienced headteacher is very ably assisted by a deputy headteacher and two assistant headteachers. Together, they are a skilled, enthusiastic and focused team. Leaders know their school well. The strengths of the school and areas for improvement are clearly identified in the self-evaluation and development plans, which are accurate, honest and reflective. Leaders have taken bold decisions to change their approach to teaching and learning. Leaders have inspired the whole staff team to work together to develop the school. As a result, the staff team is motivated to make sure there is continuing improvement.
- Although the changes that leaders have made have been successful in improving the progress of pupils throughout school, leaders are very aware that there is still more to be done. They know that they need to continue to build on this progress and to step up the level of challenge even further. They rightly see themselves as being at the start of a new journey.
- Around half the pupils in school are eligible for pupil premium funding. Leaders use funding effectively to reduce the barriers to learning that may be experienced by disadvantaged pupils, including the most able. Along with the interim management board, leaders closely monitor and evaluate disadvantaged pupils' progress well. This enables these pupils to be successful and to be part of everything the school has to offer.
- The primary school physical education (PE) and sport funding is also used appropriately. Pupils benefit from good-quality specialist sports coaching and a number of sport-related clubs after school and at lunchtime. Pupils say how much they enjoy sport and recognise the value of physical activity as a part of being healthy.

- Senior leaders have developed a clear, straightforward and thorough system to assess pupils and to check on their progress in English and mathematics. Time has been taken to ensure that the information gathered is precise and accurate. Leaders and governors review this information very regularly. They also use information to discuss pupils' learning with teachers and to plan opportunities to help pupils catch up if needed. Teachers have started to collect assessment information for subjects other than reading, writing and mathematics and have a reasonable overview of the progress and achievement pupils make in other subjects.
- The leadership and organisation of provision for pupils who have special educational needs (SEN) and/or disabilities is good. Identification of need is thorough and resources are of a good standard. Leaders use funds effectively. Staff understand the welfare needs of these pupils, which ensures they succeed in their learning and personal and social development. Good-quality systems and procedures are in place to regularly check on the progress of individual pupils.
- The school offers a varied, interesting and fun curriculum. It engages pupils and contributes to their enjoyment of learning. After establishing a consistent method of assessing subjects other than English and mathematics, leaders are now keen to further develop the content and depth of the curriculum offered to pupils. The curriculum is enriched by providing real-life experiences to stimulate and excite pupils, such as school trips and visitors to the school. Reading, writing and mathematics are woven across the curriculum wherever possible. Curriculum leaders are enthusiastic and knowledgeable about their areas of responsibility. They benefit from regular opportunities to meet with colleagues from other schools and participate in professional training. They share their learning from this to improve and develop the whole staff team. As a result, they are beginning to make a contribution to school improvement in their areas of responsibility.
- Well-promoted spiritual, moral, social and cultural development means the school is a calm and considerate environment where pupils mix happily. Pupils learn about the local community through assemblies and the curriculum. They have a pupil group dedicated to organising fundraising for charities. Time to reflect and enjoy silence is encouraged in the prayer garden. There are frequent opportunities to learn about tolerance, respect for differences and the rule of law. For example, pupils recently enjoyed being involved in Black History Week and presenting to their peers some of the things that they had found out. Pupils are encouraged to discuss and debate. A number of pupils are members of 'debate mates', which encourages and promotes public speaking on topical subjects. Pupils enjoy taking on responsibilities such as being members of the pupil parliament, head boy or girl, and playtime buddies.
- The school has been well supported by the local authority and the diocese, offering expertise in leadership and teaching and learning as and when needed. The interim management board sourced an experienced headteacher as a consultant who has not only been invaluable to the school's leadership team but also to the development of teaching, learning and assessment in the school. Her involvement has appropriately reduced as the school has become more self-sufficient. The school is part of a multi-academy trust. Leaders and teachers are members of a number of local networks of schools and are encouraged to take up regular opportunities for training.

Governance of the school

- The governing body is effective.
- Immediately following the previous inspection, the multi-academy trust disbanded the existing governing body and set up in its place an interim management board. This was made up of a small group of educationally experienced professionals that could add rigour and challenge to the governance of the school. They were still in place at the time of this inspection but are in the process of carefully transitioning back to a more traditional, but small governing body.
- Governors offer a good range of expertise. They are conscientious in carrying out their responsibilities and committed to contributing to the life of the school.
- Governors know their school very well and are skilled at looking closely at how well the school is doing. They are confident to ask challenging questions of leaders, but are also ready to offer praise when due. They are appropriately involved in aspects of the school's development and the monitoring of improvement and have made a significant contribution to the rapid but sustained improvements in the school.
- Governors have an excellent level of understanding about the progress pupils make and are always looking to challenge leaders to improve further. They make sure that the pupil premium and the PE and sport grants are spent effectively and make a difference to pupils' achievement and well-being.
- Governors have a good understanding of performance management procedures. They ensure that the management of teachers' pay is effective and hold leaders to account.
- The governing body is diligent in carrying out its responsibilities to safeguard pupils and, to this end, has appointed a safeguarding governor to oversee and monitor safeguarding and welfare-related matters.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that pupils have a safe and secure environment by promoting the message that safeguarding is everyone's responsibility. Safeguarding arrangements are in place and records are appropriate and kept securely. Staff and governors undertake regular and appropriate training, including that related to keeping pupils safe from radicalisation and extremism, female genital mutilation and child sexual exploitation.
- Safeguarding is a high priority in the school, as are the care and welfare of vulnerable pupils and families who benefit from additional support. To this end, the pastoral team meet weekly to keep up to date on the whole range of vulnerable pupils and families. They take into account all aspects of school life such as attendance, how a pupil is doing in class and any issues that have arisen.
- Leaders are persistent in cases where the school is concerned for a pupil's welfare. Effective relationships with other agencies and with parents and carers ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment

Good

- Leaders have worked extremely hard and successfully to significantly improve the teaching, learning and assessment in school. Leaders have transformed the school by ensuring that all members of staff have high expectations of what pupils can do. They have introduced new approaches to teaching phonics, reading, writing, mathematics and grammar, spelling and punctuation, all to great effect. This has resulted in the accelerated progress of pupils' learning so that the vast majority are now back on track and are making good progress.
- Relationships between adults and pupils are positive. Staff model expectations for pupils' learning and behaviour. Pupils rise to this by working hard and behaving well. As a result, pupils have a good attitude to learning. Pupils take pride in their work, which is always well presented. They say they enjoy their lessons and like coming to school, particularly because they 'like their teachers' and teachers 'help them learn'. When they struggle, they say adults will always help them to understand.
- There is a high level of consistency from all teachers in delivering the agreed approaches to teaching English and mathematics. This has been an important factor in accelerating the progress of pupils. Teachers' subject knowledge is good. They explain new ideas clearly and simply, relating difficult concepts to prior learning or the pupils' own experiences. Pupils are offered good-quality resources to support their learning. Some teachers are less confident to add their own creativity to their delivery for fear of moving too far away from the agreed way of working. This is understandable because teachers have been under a high level of scrutiny. However, because some teachers are hesitant about adding their own touches, some lessons can lack energy and opportunities can be missed to add additional interest.
- Teachers plan activities which offer pupils different levels of challenge. However, sometimes the level of challenge is not sufficient to encourage some pupils to use their knowledge and skills independently to think more deeply about their work and extend themselves. As a result, some pupils are not learning as much as they could. This is particularly the case for some of the middle-ability and the most able pupils.
- In line with the school's policy, teachers are consistent in their approach to marking pupils' work. They make clear to pupils what they have done well and offer helpful guidance so pupils can improve their work further. Teachers know their pupils extremely well and have good-quality assessment information to track the progress pupils are making. However, within lessons, teachers do not consistently use their knowledge of pupils effectively enough to move them on quickly in their learning. For example, inspectors observed some pupils asked to complete the easier tasks set before moving on. In another instance, a small number of pupils' interest began to wane when the activity was too difficult to hold their interest. The consequence was that some pupils' needs were not being met promptly.
- Where pupils struggle with their learning, they are identified quickly and an extensive range of learning opportunities helps them to catch up. As a result, these pupils make good progress.

- The school offers good support to those pupils who have SEN and/or disabilities. It is broad and clearly targeted. Leaders plan additional support well, resulting in these pupils making good progress in lessons and over time.
- The development of reading, writing, grammar and mathematical skills is a high priority in school. Teachers use good-quality reading texts effectively in classes to create a range of interesting and stimulating activities. Written work is systematically developed so that pupils are equipped with the skills to write for a range of purposes to a high standard. A focus on increasing pupils' vocabulary across school has been extremely effective. Pupils routinely choose to write words such as dedicated, untamed and lolloped. Books often provide pupils with a stimulus for longer pieces of writing, as well as using links to other curriculum areas such as science, history and religious education. This gives pupils a sense of purpose and added interest. Teachers are confident in their delivery of mathematics. Pupils are being provided with a structured and thorough understanding of important basic number skills and are offered lots of opportunities to practise their skills and apply this learning to problem-solving activities.
- Phonics teaching is a strength. It gives pupils the skills to read unfamiliar words. Pupils have a regular opportunity to read to an adult in school until they are fluent and are motivated to read by themselves. As a result, pupils enjoy reading. Pupils who struggle with reading have excellent support to practise their skills and are proud of the progress they make. The most able readers are also supported to develop their understanding of texts and indulge in a love of books.
- Parents who spoke to inspectors in the playground or responded to school surveys said that their children are taught well and make good progress at school. They also felt that they received good-quality information about their children's learning and particularly liked the opportunities to find out about their child's learning in workshops and during 'Thumbs up Thursday' sessions.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good and an important part of school life. It is guided by the school's strong Catholic ethos and values. Staff and governors are committed in their responsibility to ensure that the school provides a safe, nurturing environment in which pupils can learn.
- The school offers a good personal, social, emotional and health curriculum that is woven into all that the school does. Leaders consider it important to equip pupils with valuable skills that promote the value and importance of well-being, respect and being responsible and well-balanced citizens. A particular strength is the innovative way that leaders have responded to pupils' mental and emotional health. For example, there are a set of large emojis in each classroom. Each morning, pupils attach their peg to the emoji that most represent how they feel. If angry or sad, the teacher will take the time to talk through the feeling with the pupil. If a pupil has a greater concern they put their peg on an emoji outside the classroom. This is picked up every day by a member of staff known as the 'Talk Team'. In this way, pupils can have private conversations

about what is worrying them. The listener is able to support that pupil to resolve the issue or feel better about it.

- Staff treat pupils with consideration and ensure that the school makes everyone feel welcome and valued. Adults model respectful behaviour in lessons, around school and in the way they engage with pupils. As a result, pupils behave similarly and are thoughtful and compassionate citizens.
- The very large majority of parents who spoke to inspectors or responded to school parent questionnaires praised the school and the work of the staff. They said that their children are happy and well-looked-after. A number of parents were keen to say that their children enjoyed school and that staff were 'easy to talk to' and 'approachable', especially now they come out and greet the pupils in the morning.
- The vast majority of pupils throughout school are happy to talk about their learning. Pupils told inspectors how proud they were of their school and how they were well looked after by adults.
- Pupils spoken to during the inspection were confident that teachers dealt with any unfriendly or negative language towards pupils quickly. They also mentioned that in the playground there are pupils that are 'Friendship Buddies'. They are responsible for sorting out problems and making sure everyone is playing in a sensible and friendly way. The majority of parents who spoke to inspectors said that bullying has happened in the past, but is now rare. Where it has occurred it is dealt with well.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well. They take pride in their appearance. Improvements in their self-confidence have resulted in them being delightfully polite and well mannered. They are keen to smile at passers-by as they walk down the corridor and happy to engage with visitors. Staff and pupils know each other very well and are friendly, supportive and encouraging. As a result, school is a calm, orderly and purposeful place to learn.
- A productive atmosphere in classrooms means that the vast majority of pupils have a very positive attitude and visibly enjoy their learning. At the time of the inspection, some pupils were seen to be disappointed at having to stop their work when the bell sounded for morning break. Another group of pupils eagerly put their hands up to answer a question from the teacher before one had been asked. Pupils are attentive and eager to participate in lessons and generally work well, supporting each other. This is particularly evident in upper key stage 2 where there is a very industrious atmosphere in classrooms. Occasionally, a small number of pupils lose concentration and interest in what they are doing. They become easily distracted, start to fidget and chat to their neighbour. This is infrequent. However, when it does occur it is because activities are not sufficiently matched to their learning needs.
- Pupils consider behaving well to be very important and are delighted when they are recognised for their good conduct. As a result, they are fully aware of how to behave and the consequences of poor behaviour. They say incidents of inappropriate

behaviour do happen but are rare, dealt with quickly by teachers and responded to by pupils sensibly.

- A number of pupils have difficulties in managing their behaviour. They are well supported to ensure their behaviour does not get in the way of their learning and does not distract others. Some of the most vulnerable pupils in school benefit enormously from the opportunity to be part of a nurture group. These pupils have the chance to work in small groups in a cosy, nurturing environment for parts of the school day. They also love being part of the 'Wild Things' group, where they can explore the school wood, build dens and sit round a camp fire.
- The systems for checking absence are very thorough and conscientiously applied. Good attendance is rewarded and has a high profile in school. As a result, pupils' attendance has improved over the last few years and is now comfortably above national averages. The persistent absence of pupils, particularly those that are disadvantaged, was highlighted as an area for improvement at the last inspection. Persistent absence is now monitored meticulously. The leadership team has worked hard with this group of pupils and their parents and has had some notable success in increasing their attendance. As a result, persistent absence has halved and currently sits well below the national average. The school's pastoral team is very successful at supporting pupils and families who might be struggling. The team is well-respected and relationships with parents and pupils alike are strong.

Outcomes for pupils

Good

- At the time of the previous inspection pupils across the whole school were significantly underachieving. However the dynamic actions of the senior leaders and the positive response from staff have resulted in steady, sustained improvements in English and mathematics. The vast majority of pupils across the school are now making good progress.
- The proportion of pupils who reach the expected standard in the national screening check for phonics at the end of Year 1 has consistently risen over the last three years. In 2017, for the first time, results were comparable to that expected of pupils nationally.
- There is a similar rising picture at the end of key stage 1. In 2017, systematic improvements led to the proportion of pupils reaching the expected standard in reading to be comparable to, and writing and mathematics above, the national average. Pupils also achieved well at higher levels, attaining above that of pupils nationally in all three subjects.
- Leaders were disappointed with the end of key stage 2 attainment outcomes, as they belie the rapid improvements and progress that Year 6 pupils made during the school year. At the end of key stage 2 in 2017, the proportions of pupils achieving the expected standard in reading, writing, mathematics and grammar, punctuation and spelling were below that seen nationally. The proportions of pupils reaching the higher standard in these subjects were also below those typically expected of pupils of a similar age. Although, pupils were closer to national averages in grammar, punctuation and spelling.

- Leaders are determined that the end of key stage 2 attainment outcomes will reach and exceed national averages both at expected and higher levels. They have been decisive in their improvements and put a number of strategies in place. They had a thorough look at the gaps in individual pupils' learning and then made adjustments to teaching. For example, they introduced a greater focus on developing pupils' understanding of vocabulary. As a result, the school's in-year checks on progress, which are meticulous and comprehensive, and the work in pupils' books confirm an extremely positive picture of accelerated progress throughout key stage 2. This offers a strong indication that the school is confidently addressing the underachievement of previous years.
- The school has a large number of pupils identified as eligible for the pupil premium funding. The school's achievement information seen during the inspection indicates that the difference between the achievement of disadvantaged pupils and that of other pupils is diminishing and they are making similar rates of accelerated progress as their peers.
- Pupils who have SEN and/or disabilities make good progress from their starting points. Teachers and teaching assistants offer effective support and ensure that pupils succeed in their learning.

Early years provision

Good

- Many children start school with skills and knowledge below those typical for their age. Their skills are particularly low in communication, reading, writing and number. However, by the time they leave the early years, the vast majority make good progress because teachers have high expectations of what children can achieve. As a result, children are well prepared to start Year 1.
- The recent improvements in provision, including the more dominant focus on phonics, writing and number, are having a noticeable positive effect on learning. As a result, there are steady, year-on-year improvements in the number of children on course to achieve a good level of development.
- The leadership of the early years is good. There is a clear view about the strengths and weaknesses of the early years and the team has a number of ideas about how to improve further. A focus on the importance of good-quality development of staff has ensured that adults are skilled and are confident that they can achieve the best learning for children.
- Leaders track and monitor children's progress closely and in detail. As a result, they are quick to respond to any changes in the learning needs of children. The assessment information that teachers gather on a day-to-day basis is used well to plan a curriculum for children that is both interesting and lively. Information is used precisely to plan specific activities that meet children's needs and challenge them sufficiently.
- Nursery and Reception classes are located in separate areas of the school and, as a result, the consistency of environment and approach across the classes can vary. Provision in the nursery is the stronger of the two. However, across early years routines are well established and classrooms are generally organised effectively to provide children with a varied learning environment. Adults demonstrate a good

subject knowledge. Activities are fun; at the time of the inspection, they were based around firefighters. They capture the children's imagination and allow them to practise their skills. For example, children eagerly played with a remote control fire engine, steering it to different locations around the floor to put out pretend fires. One child said excitedly, 'You press this lever and the fire engine moves like magic.' Children listen carefully and are eager to respond to adults' instructions.

- Staff have adapted well to accommodating the younger two-year-old children. These children have settled well and are enjoying joining in with all that is offered in the nursery. They are happy to mix with the slightly older children and benefit from their confidence and chatter.
- There have been significant improvements in the outdoors for both Nursery and Reception children. Adults regularly join in with children's play, using opportunities to teach skills and model good learning habits. There are plenty of opportunities to explore using a range of equipment that encourages them to build, create and try out their ideas. For example, children enjoyed role playing being fire fighters. They enthusiastically dressed in helmets and coats, zoomed around on tricycles, negotiated obstacles to reach the pretend burning house. They gave each other instructions, worked as a team and came up with ideas about how best to put out the imaginary fire.
- Leaders use additional funding well to provide resources and support for disadvantaged children. They have a good understanding of the impact this has on children's learning. Such children make similarly good progress to that made by others and achieve well.
- The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise their letters and sounds and use number. The development of language, including speaking, is also a high priority, along with building self-confidence. There are a number of children joining early years who speak English as an additional language. However, as a result of the focused work of adults, many children feel confident and eager to say hello to visitors and chat about what they are doing and are proud of. Adults engage with children very well and are skilled at asking questions to draw out children's understanding, encourage them to talk and help them feel self-assured.
- Safeguarding is effective. Risk assessments are thorough and the classrooms are a safe environment for children.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children, and children have with each other. Consequently, children's behaviour is good. They play and learn together well and are very motivated to learn.
- There are also positive relationships between staff and parents, who describe the adults in early years as 'approachable and help with any worries or concerns'. Staff encourage parents to be involved in their child's learning through invitations to workshop sessions and involving them in homework projects. A recent one encouraged children and families to plan, gather materials and then make junk model insects. These are now proudly displayed in their classrooms.

School details

Unique reference number	139467
Local authority	Manchester
Inspection number	10043618

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	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	Board of trustees
Chair	Nicholas Johnson
Headteacher	Dominic Hemington
Telephone number	0161 998 3422
Website	www.fishermoreprimary.net
Email address	head@st-johnfisher-st-thomasmore.manchester.sch.uk
Date of previous inspection	19 April 2016

Information about this school

- SS John Fisher and Thomas More is a larger-than-average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- Slightly more than half the pupils attending the school are from minority ethnic groups and English is not the first language of nearly half of the pupils in school.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The school has very recently begun to offer provision for two-year olds.
- The school is a member of a multi-academy trust. Presently the school has an interim management board. Along with the local authority, this has brokered a range of support for the school, including a headteacher consultant.

- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in all classes. They observed pupils' behaviour in classrooms and assessed the school's promotion of pupils' spiritual, moral, social and cultural development. They also observed pupils at playtime and during lunchtimes.
- The inspectors looked at the work in pupils' books, including the books of children in the early years.
- An inspector listened to a small number of pupils read.
- Inspectors held meetings with the headteacher, the deputy headteacher and assistant headteachers, the SEN coordinator and the early years leader. They also met with the staff responsible for safeguarding and attendance and a group of middle leaders.
- An inspector met with four members of the interim management board, including the chair. A meeting was also held with a representative of the local authority and a headteacher consultant.
- Two groups of pupils discussed their opinions about the school and their learning with an inspector and inspectors also spoke informally with pupils at playtimes and around the school.
- Inspectors talked to staff during the inspection to take account of their views.
- They also talked briefly with 20 parents before school and looked at a range of recently collecting survey information by the school that asked parents their views on school life.
- The inspectors observed the school's work and looked at a number of documents, including: information on pupils' attainment and progress; the school's evaluation of its own performance and its development plan; records of checks on the quality of teaching and the school's curriculum planning documents. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

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Her Majesty's Inspector

Ofsted Inspector

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