



Newall Green Primary School

Inspection Report

Unique Reference Number 105430
LEA Manchester
Inspection number 277356
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mrs Marie Cordey CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Firbank Road
School category	Community		Wythenshawe
Age range of pupils	3 to 11		Manchester, Lancashire M23 2YH
Gender of pupils	Mixed	Telephone number	0161 4372872
Number on roll	541	Fax number	0161 4372872
Appropriate authority	The governing body	Chair of governors	Mr Neil Wilson
Date of previous inspection	18 May 1998	Headteacher	Mr Richard Lait

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Newall Green was established in January 2004 following the amalgamation of an infant and a junior school. The new school is complex because the previously separate schools performed very differently. Standards in the infant school were at least average whereas standards in the junior school fluctuated between well below and below average. It is a very large school being more than twice the average size and serves an area of mixed housing. The majority of pupils are white British. The proportion of pupils who are eligible for free school meals is over twice the national average. There are more pupils who have learning difficulties and/or disabilities than average. The school offers services to the community including a breakfast club. It holds the Activemark Gold award and is a 'Healthy Eating School'. The headteacher was appointed in January 2004 to take charge of the amalgamation of the two schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Newall Green provides a satisfactory standard of education and satisfactory value for money. The amalgamation of a high performing infant school and under-performing junior school is being tackled by a range of initiatives whose full impact has yet to be felt. Standards are broadly in line with national averages by Year 2 and below average by Year 6. The difference reflects the prior attainment of the pupils from the different schools where pupils in Key Stage 2 entered school with standards that were below average. Consequently, pupils are making satisfactory progress overall. Standards in English are lower than those in mathematics and science reflecting pupils' lower levels of literacy when they enter the school. Pupils in the Nursery and Reception class make a good start to their school life because of good support for their personal development and good teaching. The school identifies accurately its strengths and weaknesses. However, by concentrating on the strategies put into place since the amalgamation of the two schools rather than their impact, the school has an optimistic view of its overall effectiveness. The school judges correctly that achievement and standards are satisfactory but the pupils' personal development and care, the curriculum and the quality of teaching, learning, leadership and management, are satisfactory rather than good. The headteacher, staff and governors have begun to improve standards and achievement after a sustained period of underachievement for pupils in Key Stage 2. The monitoring of teaching and learning is beginning to identify learning needs but is not rigorous enough to assess its full impact on pupils' learning or to ensure consistency. Assessment information is not used consistently effectively to target improvement and to track how different groups of pupils are performing. The school's good work in promoting health means that the pupils adopt healthy lifestyles. Good links with outside agencies ensure that pupils are well safeguarded and supported. The school has good capacity to improve further because of the range of appropriate and considered strategies it has introduced.

What the school should do to improve further

- Improve the monitoring of teaching and learning to improve quality and consistency.
- Raise standards in the core subjects, particularly in English throughout

Key Stage 2.

- Improve the use of assessment information and the targeting of pupils' progress to improve achievement.

Achievement and standards

Grade: 3

Achievement is satisfactory. Pupils make satisfactory progress throughout the school because of positive teaching and care for their personal development. By the end of their time in the Nursery and Reception classes pupils achieve well and improve their standards from well below average to below average. The picture is more complicated

in Key Stage 1 and 2 because the pupils' prior attainment in Key Stage 1 was average and for pupils in Key Stage 2 was below average. Consequently, although standards are broadly average by the end of Year 2 and below average by the end of Year 6, pupils make satisfactory progress. The school is tackling this legacy of lower achievement in Key Stage 2 with a range of targeted initiatives for pupils of all abilities, although they have yet to impact fully. Progress in writing is satisfactory and improving but there are weaknesses in punctuation and handwriting. Some higher attaining pupils are still not sufficiently challenged in lessons to enable them to reach the higher levels. After a period of turbulence and insecurity following the amalgamation, the school is now working harmoniously as one school and both pupils and staff are more secure and settled. This has contributed to the improvements in progress which are set to continue.

Personal development and well-being

Grade: 3

Pupils are happy and secure and value their relationships with all the staff. The school's priority of improving the learning environment has resulted in pupils sharing and cooperating with one another well in lessons and around the school. Their behaviour and attitudes are satisfactory although a small number of pupils exhibit challenging behaviour that is reflected in the small proportion of exclusions. The members of a thriving school council explained their positive impact on how the school is run, for example by suggesting and bringing about improvements to the playground. They are confident that any issues they raise will be taken seriously. Pupils enjoy school but, despite the school's best efforts, attendance remains stubbornly below the national average. There is a range of initiatives that reward regular attendance and a quick response is made to check on absentees or lateness but these have not been effective on the small core of families who constitute the bulk of absences. The school promotes close links with its parents and works well with a range of external agencies to support pupils. Pupil's spiritual, moral, social and cultural development is promoted satisfactorily; pupils behave with tolerance and respect towards each other and welcome visitors. Pupils are aware of the importance of healthy lifestyles including a good diet and exercise and the school has worked hard to gain the Healthy Schools Award. Pupils enjoy the chance to participate in the community and are active fundraisers for charitable causes.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with elements of good practice. Most pupils show positive attitudes to learning and most parents are satisfied with the progress their children are making. A wide variety of outdoor activities supports good teaching and learning in the Foundation Stage and this enables the children to make good progress, particularly in their physical development.

Overall, a positive learning environment is created because teachers work hard to promote learning and positive attitudes to work. This is demonstrated well in literacy lessons in Year 5, where pupils develop a clear understanding of persuasive writing. Pupils respond appropriately to teachers' and classroom assistants' expectations of behaviour both in the classroom and around school. Most teaching is appropriately planned with work that is matched to pupils' needs. However, higher attaining pupils are not always given a sufficient level of challenge in their work. The monitoring of teaching and learning is not sufficiently rigorous to assess its impact on pupils' learning. For instance, good examples of marking in Year 5 and 6 show pupils clearly how well they have done and what they need to do to improve. However, this is not consistent throughout the school and some pupils are not clear about what they need to do to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and the school has developed a stimulating environment. This is particularly evident in the high quality of display and in the celebration of pupils' work around the school. The school has correctly identified literacy as an area for further development and has provided an information and communication technology (ICT) suite to support this by helping with improving presentation and widening the range of their writing. Although this is beginning to have an effect on raising standards in writing, it is insufficient to enable pupils to use their developing ICT skills across a wider range of subjects because there is too little equipment available in classrooms. The curriculum for pupils with learning difficulties and/or disabilities meets their needs and enables them to make satisfactory progress. The curriculum is enriched with a broad range of additional activities including popular educational visits to Styal Mill and Wigan Pier as part of a study of Victorian life. Pupils are taught well about healthy food options; recycling of materials to care for the environment; and are encouraged to consider safety and lifestyle choices. This has contributed to the school gaining the Activemark Gold award

Care, guidance and support

Grade: 3

The level of care, guidance and support for the pupils is satisfactory and includes some good features. Pupils' safety is assessed in all aspects of the school's work and risk assessments are rigorously planned and regularly reviewed. Pupils know which adults to turn to in the event of any form of bullying or antisocial behaviour. Assessment procedures are established and pupil's academic progress is monitored but not all pupils are sure what to do in order to improve their work and the school does not yet systematically use assessment data to set clear targets for pupils. The school adopts an 'open door' policy and more parents are beginning to take advantage of this by becoming involved in the life of the school. Good links with external agencies help to support the pupils and child protection procedures are well established to safeguard

pupils, especially those who are the most vulnerable. Effective links with the local high school prepare the pupils well for their transition to secondary school.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory at all levels and are laying good foundations for future improvement. The headteacher has effectively managed the amalgamation of two schools so that both pupils and staff feel secure and confident. He is a committed leader who has created a loyal team of senior staff who share a clear vision for raising standards and caring for the pupils. Leaders are aware of the strengths and weaknesses of the school and these are reflected in their priorities for improvement in the school's development plan. They are too generous in their judgements because they overvalue successful management of the amalgamation in terms of improved behaviour, attitudes and partnerships rather than their actual impact on improving standards and pupils' achievement. The trend in underachievement is being tackled effectively and, consequently, pupils' progress is improving so that they are starting to make appropriate gains in their learning. The quality of teaching and learning is not monitored and evaluated well enough to measure the impact of teaching on learning or to provide measurable success criteria. The school is now poised to improve standards and raise achievement by its priority of involving all staff in systematic planning and evaluation of performance. The governing body is very supportive and holds the school to account by acting as 'critical friends' and taking an active role in the school's improvement planning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. You were very friendly and looked after us well. The things we particularly liked were:

- the good teaching and progress you make when you are in the Nursery and Reception
- the way you have been helped to settle down after the infant and junior schools were joined
- that you eat healthily and take physical exercise seriously.

We have asked your headteacher and the staff to make your school even better by:

- making sure that all lessons are planned to match what you need so that you all work hard and improve your standards
- sharing with you how to improve your work and understand how you are doing
- improving standards for older pupils, especially in English.