



# Briscoe Lane Primary School

## Inspection Report

**Unique Reference Number** 105398  
**Local Authority** Manchester  
**Inspection number** 287217  
**Inspection dates** 16–17 October 2006  
**Reporting inspector** Peter Jones

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

<b>Type of school</b>	Primary	<b>School address</b>	Briscoe Lane
<b>School category</b>	Community		Newton Heath, Manchester
<b>Age range of pupils</b>	3–11		Lancashire M40 2TB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 6811783
<b>Number on roll (school)</b>	300	<b>Fax number</b>	0161 6821545
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs K Duckworth
		<b>Headteacher</b>	Mr O'Shaughnessy
<b>Date of previous school inspection</b>	8 October 2001		

<b>Age group</b> 3–11	<b>Inspection dates</b> 16–17 October 2006	<b>Inspection number</b> 287217
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This large primary school serving a community of varied social and economic backgrounds was created in 2002 by the amalgamation of the local infant and junior schools. The percentage of pupils known to be eligible for free school meals and the proportion of pupils with learning difficulties and/or disabilities are well above average. The majority of pupils are of White British heritage, though the school does have a growing number of pupils from a variety of ethnic backgrounds. The school holds the Healthy Schools and Artsmark awards.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that is improving rapidly. The recent appointment of the headteacher, together with the good support provided by the able deputy headteacher, has been pivotal to the dramatic improvements the school is now making. The headteacher's motivational and decisive leadership has empowered his staff at all levels and has greatly improved morale and teamwork. The governing body provides enthusiastic support and is carrying out its role as a 'critical friend' more effectively. The school's self-evaluation of its performance is accurate. The school provides satisfactory value for money and, because of the rapid improvement in its performance, has good capacity to improve in the future.

A long trend of underachievement for older pupils has now been halted due to improvements made in teaching and learning, behaviour and attendance. Pupils now enjoy coming to school and this is largely because of the positive relationships they experience in school. Pupils are provided with a range of sporting and other activities before and after school to interest them and help them to enjoy active lifestyles. Pupils are polite, well mannered and generally well behaved in school. One parent wrote: 'it is nice to see discipline and respect back in the school.' Parents and carers are aware of recent improvements and offer overwhelming support. They appreciate the school's successful efforts to increase their involvement in school life. Attendance figures have continually improved thanks to the school's effective programme, but attendance remains below the national average.

The quality of teaching and learning has improved, and is satisfactory overall as a result of the recent intensive drive to raise performance. Consequently, standards are improving dramatically, although the legacy of past underachievement remains an issue. National test results for pupils aged 11 in 2006 rose tremendously, and showed good progress with standards close to national averages. While pupils make the best progress in Years 5 and 6 thanks to the consistently good teaching in these classes, overall pupils achieve satisfactorily during their time at the school. This includes in the Foundation Stage where provision is satisfactory. The youngest pupils enjoy their activities but the quality of their accommodation and outdoor play resources hinders their development. There are growing numbers of younger children entering school with English as an additional language. They are not well provided for at present and their standards and progress suffer as a result. Pupils with learning difficulties and/or disabilities make good progress because of focused teaching, and the support they receive from the well trained and dedicated teaching assistants. The school's curriculum is satisfactory. Some headway has been made in improving pupils' standards of speaking and listening, but many find it difficult to express themselves effectively even though they may have good understanding. This frustrates many pupils and is a barrier to their learning and personal development. Pupils' care, guidance and support are good. All staff show a clear commitment to the care of the pupils in their charge and, as a result of this, pupils feel both safe and happy in school. The school tracks pupils' progress using regular assessments, but the system of target setting is not yet sharp enough to further improve pupils' achievement.

## What the school should do to improve further

- Make the school's tracking system more manageable, giving a precise overview of pupils' progress as they move through school to help all pupils achieve as well as they can.
- Ensure that all pupils with English as an additional language receive appropriate provision to enable them to fully access the curriculum and further improve their standards and achievement.
- Improve pupils' speaking and listening skills throughout the school to improve their learning and personal development.

## Achievement and standards

### Grade: 3

The levels of ability of pupils entering the school are well below those expected for three-year-olds. The school's past results in the national tests at ages 7 and 11 have shown significantly weak performance for several years. Levels of achievement have been low and pupils have not achieved all they were capable of by the time they left the school. However, the school's recent effective action in all areas, especially in teaching and learning and behaviour, has underpinned substantial improvements. Pupils are now making considerably better progress throughout the school. By the end of Year 2 and Year 6, pupils now reach standards close to those expected of children of their age. Good support for children with learning difficulties and/or disabilities results in these pupils achieving well. Support for pupils learning English as an additional language is not as effective and, as a result, their progress is satisfactory. Throughout the school, pupils make much good progress, although the impact of past underachievement means that overall achievement is only satisfactory.

## Personal development and well-being

### Grade: 3

Pupils' personal development and well-being are satisfactory, with a number of good and improving aspects. Social and moral education is becoming a strength of the school, with spiritual and cultural education satisfactory overall. Most pupils are polite and well mannered, are generally well behaved, and enjoy their lessons. In a small number of classes across the school, pupils' concentration levels and listening skills are not yet developed well enough for them to fully benefit from their lessons. Although the school has been very successful in improving attendance, levels remain below the national average. Pupils are rewarded for good attendance and the school and outside agencies have successfully worked with the parents and carers of pupils who were previously reluctant to attend school. Levels of bullying have dropped markedly to the point where it rarely occurs. One pupil said, 'We won't put up with bullies here,' while another commented, 'There is always someone around to listen and sort things out.'

Pupils know about keeping safe and the importance of healthy lifestyles and they enjoy a range of physical activities. Many willingly take on responsibilities to help the school and other pupils. These include being school prefects, librarians and members of the school council. Older pupils enjoy being 'reading pals' to help younger pupils' reading skills. Pupils raise money for a variety of charities as well as supporting the needy within their local community by distributing gifts from the harvest festival. The school's vibrant steel band has a growing reputation that stretches well beyond the school gates. Pupils' preparation for future economic well-being is satisfactory as their basic skills are improving.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The willingness and determination of staff to further develop their expertise has resulted in the quality of teaching and learning improving to a satisfactory level across the school, with some good teaching observed during the inspection. Teachers' significant improvement in supporting pupils' good behaviour and attitudes is a crucial development. Most teachers now have higher expectations and pupils generally respond well. Lesson planning overall pays greater attention to the needs of different ability groups within each class with the result that progress and standards are improving rapidly. Success and effort are celebrated and pupils work harder. Teachers make better use of good resources such as interactive whiteboards to make lessons more interesting and develop pupils' research and problem-solving skills from an early age. Teaching assistants are used well within classes to support pupils with additional needs. Strategies introduced to improve pupils' speaking and listening skills have had limited success in some classes and the lack of fluency of these pupils contrasts sharply with their growing abilities in other areas.

### **Curriculum and other activities**

#### **Grade: 3**

Improvements to the curriculum have resulted in better attainment and progress in reading, writing and mathematics. Work has begun on linking subjects and cross-curricular themes to make lessons more stimulating and improve curriculum coverage. Technology resources are good and are employed well, with the many possibilities that interactive whiteboards and computers present used effectively in lessons. There is a good range of extra-curricular provision with sporting, music and arts opportunities. The extensive programme of visits and visitors, including a residential trip for Year 6 pupils, adds good enrichment to the curriculum. The Foundation Stage curriculum is satisfactory, although deficiencies in the quality of the accommodation and the outside play facilities restrict activities and progress.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. The school is warm and welcoming and extremely sensitive to the needs of all its pupils, especially those who are vulnerable or troubled. The innovative work of the learning support worker with parents, carers and pupils typifies the school's deep commitment to its community. The effective leadership and management of the inclusion manager and the good support of the teaching assistants ensure that pupils with additional needs make good progress. Child protection procedures are in place and follow the latest government guidance. Pupils' work is marked well and the marking guides pupils to what they need to do to improve. The systems to link the tracking of pupils' progress to the school's target setting data are not as clear as they could be. This makes it difficult to identify that all pupils are achieving as much as possible.

## **Leadership and management**

### **Grade: 3**

The impact of the recently appointed headteacher has been the key factor in improvements in provision in all areas of school life. Subsequent appointments to the teaching and management teams and the renewed motivation of all staff have revitalised the school. The school has made good use of the expert support provided by the local authority. Governors support the school with enthusiasm and carry out their responsibilities as expected. Managers at all levels are becoming increasingly capable of implementing effective monitoring programmes within this orderly learning environment. As a result, teachers are beginning to extend the range and effectiveness of their teaching strategies and standards and progress have risen significantly. School strategic planning shows a good grasp of the issues that still need to be tackled to realise further improvements such as for those pupils learning English as an additional language.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and for making us feel so welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

What we liked most about your school

- You like coming to school and everyone gets along much better.
- Your school council, prefects, librarians and reading pals do a great deal for you and the school.
- Teachers and classroom assistants work hard to help you to learn.
- Your behaviour has greatly improved and most of you work hard. Your headteacher and his staff have made a big difference.
- The school keeps you safe and happy.
- We know that you enjoy the extra-curricular and sports and music activities. Your steel band is brilliant!

What we have asked the school to do now

- We would like your teachers to find an easier way to check that you are always doing as well as you can in your lessons.
- We have asked your teachers to make sure that all children who speak languages other than English get the help they need in lessons.
- We would like your teachers to make sure that you have more opportunities to improve your speaking and listening skills.

We appreciated talking to you and watching you learn. Well done. You should be proud of how you have helped your school to improve so much. We wish you well for the future.