

Moston Lane Community Primary School

Inspection report

Unique Reference Number	105428
Local Authority	Manchester
Inspection number	287227
Inspection dates	21–22 March 2007
Reporting inspector	Michael Onyon

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	364
Appropriate authority	The governing body
Chair	Mrs Hazel Rock
Headteacher	Mrs Judy Kerton (Acting)
Date of previous school inspection	5 February 2001
School address	Moston Lane Moston Manchester M9 4HH
Telephone number	0161 2053864
Fax number	0161 2057721

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large urban school. The majority of pupils come from White British backgrounds, but over a quarter belong to minority ethnic groups. Of the 22 different nationalities in the school, increasing numbers belong to other European and African groups. The proportion of pupils who are entitled to free school meals is well above average. Whilst the overall percentage with learning difficulties and/or disabilities is broadly average, the proportion is well above average in many year groups. The attainment of children when they start school is exceptionally low. At the time of the inspection, the school was led by the deputy headteacher who has been acting headteacher for a term and a half. The school has Healthy School and Investor in People status and holds the Manchester Inclusion Standard Gold Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school providing an outstanding curriculum. It successfully overcomes the significant difficulties presented by high rates of pupil mobility, the wide range and diversity of its pupils' needs and the challenges of working in an area of substantial economic and social disadvantage. A growing proportion of the school's pupils come from a wide range of ethnic backgrounds and many are learning English as an additional language. A sizeable proportion of pupils also have learning difficulties and/or disabilities. Despite these challenges, all pupils consistently make good progress from exceptionally low starting points. So that by the end of Year 6, achievement is good, although standards remain below national averages. Although pupils make good progress the school recognises that standards need to rise further. A real strength is in the school's ability to produce confident, caring and enthusiastic pupils. Because of these strengths, the school provides good value for money and has a good capacity for future improvement. The school has improved well since its last inspection.

The school's ethos is inclusive and open, and at the heart of its success. This is because all staff show respect and care to their pupils and to each other and relationships within the school community are strong. Pupils who arrive at the school part way through their schooling are made instantly welcome by staff and pupils. All pupils feel safe and happy, and for many this is a significant experience. The result is good behaviour at all times and a great enthusiasm for learning. Pupils enjoy all that the school offers and particularly enjoy taking part in the many clubs and extra-curricular activities. Attendance is improving, but there is still room for further improvement. There are good links with the local community. The school is a hub for parents and carers, who are unanimously supportive of its work. They appreciate the willingness of staff to offer assistance and advice to improve family relationships and resolve issues.

Pupils are aware of the importance of leading healthy lifestyles thanks to effective programmes for healthy eating and physical exercise. Teaching and learning are good and this is another major factor in the school's success. Staff identify the needs of every pupil on entry and provide well for their learning. Provision is good in the Foundation Stage where the children enjoy a variety of stimulating experiences and good teaching. Their good progress provides a sound platform for their future success. The school's thorough assessment systems ensure that pupils' progress towards their challenging individual targets is carefully tracked.

Leadership and management are good. The acting headteacher has a clear vision and strong beliefs about the value and potential of every pupil who joins the school. She is strongly supported by the acting deputy headteachers, middle leaders and all staff. The school is innovative in its work and there is an effective partnership with the good governing body. The school's evaluation of achievement is modest rather than misinformed. It clearly knows itself well, and has a clear vision of its future.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Work with parents and the community to improve attendance further.

Achievement and standards

Grade: 2

Standards by the end of Year 6 are below average and achievement throughout the school is good. Children's skills on entry to the school are exceptionally low. Children in the Foundation Stage make good progress, although they do not reach the levels expected of them by the time they are ready to start in Year 1. This is especially the case in respect of their communication and language skills. Pupils make good progress in Years 1 and 2, but standards here have been significantly below average for a number of years. By the end of Year 6, standards are currently below average, and the school tracking of pupils' progress shows clearly the good progress made by all pupils. A number of pupils join the school throughout the year and the school successfully caters for their needs. Innovative changes to the curriculum and high expectations of pupils' capabilities are beginning to accelerate learning. Targets are becoming increasingly more challenging so that pupils are making better progress and, as a result, standards are improving. Pupils with learning difficulties and/or disabilities receive good support and make good progress towards their targets. The support for pupils learning English as an additional language is beginning to improve their progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good as is pupils' spiritual, moral, social and cultural development. The pupils are enthusiastic learners. Pupils self-esteem and confidence are high because their different achievements are valued, celebrated and rewarded. Pupils' good behaviour and positive relationships ensure they keep themselves safe, play together well and are polite and friendly. School councillors have a voice and are confident that their ideas are considered by adults. Attendance is below the national average. The school is working hard to convince a small core of parents of the importance of good attendance.

The pupils have a good awareness of how to live healthily and this has been recognised by the school gaining a national award in this area of its work. The pupils enjoy the many opportunities that are available for them to take part in physical exercise through a wide range of curricular and extra-curricular activities and also a residential visit for older pupils. Pupils are aware of the dangers of drugs and why it is important to keep fit. The good progress made in developing pupils' information and communication technology (ICT) skills, for example, is making a positive contribution to their economic well-being. Pupils make a positive contribution to the school community through taking on a range of responsibilities and to the wider community through fundraising activities.

Quality of provision

Teaching and learning

Grade: 2

High quality teaching is resulting in good learning throughout the school. Teachers provide great encouragement. Their care for their pupils is most evident, with attention paid to developing pupils' self-esteem and confidence. When, on occasions, some pupils appear tired, teachers work particularly hard to provide for them by varying the activities and tasks. Pupils want to learn and are eager to show their successes. As they grow in confidence, they look for further challenge. Pupils show their respect in the way they listen attentively and apply

themselves well to any tasks. Behaviour is always good and often excellent. Classrooms are calm and purposeful places. Lessons are lively and teachers ensure that pupils understand what they are asked to do. In this, they are given strong support from teaching assistants. The expectations of both teachers and pupils are high. Pupils know how well they are progressing and how they can improve. Success is reviewed at the end of lessons and reinforced when pupils record their work.

Curriculum and other activities

Grade: 1

The school curriculum is outstanding; this is because the school is very aware of the very individual needs of all its pupils. Whilst emphasis is placed on literacy and numeracy, it is appreciated that individuals and groups need widely differing experiences. Teachers are concerned that pupils grow as people and they provide impressively for their personal and social development. Pupils who have learning difficulties and/or disabilities are given opportunities to learn, on occasions, in small groups where they flourish and delight in their own achievement. One group has named itself the 'Golden group', reflecting how they see themselves as special. Another plans its own Saturday morning activities in the locality. Opportunities are provided for all to visit places of interest in the local area so that they know and are aware of what the local community provides. This is reinforced by activities such as the Community Day when people from the locality come into the school. Super Learning days also provide great excitement in learning. There is a very wide range of extra activities embracing dance, drama, music, art, ICT, various sports and a residential visit to the Lake District. These all contribute greatly in encouraging the pupils to attend school with positive attitudes.

Care, guidance and support

Grade: 2

Consistently good quality care, guidance and support and good relationships between staff and children lie at the heart of the pupils' good achievement and personal development. Pupils say that 'teachers are kind', that they feel able to talk to any member of staff and make use of 'playground pals' if they are upset. Pupils recognise and applaud each other's achievement and are ready to help each other and work together successfully. Effective systems for monitoring pupils' academic progress enable them to achieve well and most are on track to reach their challenging targets. Parents are informed of the targets that their children are working towards. Pupils know their targets and are beginning to understand what they need to do to improve. The regular monitoring of pupils' progress enables the school to target additional support from teaching assistants and support staff effectively. Procedures for safeguarding pupils are in place. The school works well with outside agencies to ensure that all pupils make good progress.

Leadership and management

Grade: 2

Leadership and management are good. There is a strong team ethic, with all leaders playing a full part. The good leadership of the acting headteacher provides a clear direction for the school. She is supported well by the two acting deputy headteachers and their very clear vision of what must be done to further improve the work of the school has been successfully conveyed to staff and governors. Middle leaders are enthusiastically taking on board their recently allocated responsibilities, playing a complete part in the school's good self-evaluation processes. They

have taken on more responsibility in identifying how best to improve provision. They have identified the need to raise standards and have prioritised exceptionally well those aspects that will make the most significant impact on improving pupils' learning. The rigorous assessment system and a lively and imaginative approach to linking subjects in the curriculum are already having a positive impact. Governors are committed and knowledgeable. They have a good understanding of the school's strengths and weaknesses and are supportive, yet challenging.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspectors who visited your school to say that we really enjoyed our visit and to thank you for making us so welcome. We were pleased to see that you care about your school and the people in it and that you are very polite and courteous. We were very impressed by the way in which you talk about your school and this helped us with the inspection. For example, we learned that you feel safe and secure in school and that teachers are very friendly and make learning interesting and exciting so that you work hard and enjoy coming to your lessons.

These are some of the things that your school does well. You benefit from good teaching because your teachers think about what is best for you personally so that you make good progress. All of you are really helpful to those children who join your school or who have learning difficulties and/or disabilities. The school cares for you extremely well and helps you develop as individuals. The acting headteacher leads the school well and all the staff and governors work hard to improve the school.

Here are some of the things that we think could be better. More children can reach the expected levels in the national tests in English, mathematics and science. You can help by working hard and aiming for the highest level possible. Pupils who are often absent, and their parents, need to make more effort to improve attendance. You can help by making the most of the opportunities given to you.

Thank you again for your kind welcome.