

# Barton Moss Community Primary School

Inspection report

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<b>Unique Reference Number</b>	105919
<b>Local Authority</b>	Salford
<b>Inspection number</b>	308980
<b>Inspection dates</b>	16–17 June 2008
<b>Reporting inspector</b>	Jon Lovgreen

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Shaun Consgb
<b>Headteacher</b>	Ms Kelly Morgan
<b>Date of previous school inspection</b>	22 November 2004
<b>School address</b>	Trippier Road Peel Green Eccles Manchester Lancashire M30 7PT
<b>Telephone number</b>	0161 9211840
<b>Fax number</b>	0161 7070535

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school. The catchment includes some areas of high social deprivation. The proportion of pupils entitled to free school meals is over three times the national average. The number of pupils with learning difficulties and/or disabilities has risen markedly and is now higher than average. The great majority of pupils are from White British heritage. The number of pupils at the school is stable, but rehousing sees an unusually large number of pupils joining or leaving during the school year. In the past 18 months the school has had a high proportion of staff absence through maternity leave. The school has gained the Activemark, Quality Mark and Healthy Schools awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Barton Moss Community Primary School is a satisfactory and improving school. Some aspects of its work are already good, justifying the good reputation it has in the local community. Parents feel 'warmly welcomed and listened to'. It is a very caring school so that pupils feel safe, confident and become keen to learn. Children get off to a good start in the Foundation Stage. Pupils make satisfactory progress throughout the rest of the school. The results of the national tests and assessments show that, although standards by the end of Year 6 are below the national average, overall, they are rising. The school recognises the need to improve pupils' reading skills and has been largely successful in doing so. The focus on helping pupils to improve the standard of their written work is beginning to have an impact, but some inconsistent marking is contributing to this not happening as quickly as it could. National test and school data show pupils did less well in English than in mathematics, where they made very good progress to reach broadly average standards. The same tests showed science results to be too low. Teaching and learning are satisfactory, with an increasing proportion of good lessons. Teachers have improved their lesson planning and make better use of information about pupils' attainment to set them appropriate work.

Throughout the school pupils behave well because teachers manage them with patience and good humour, whilst making clear what is expected of them. The organisation of pupils into ability groups and effective support from teaching assistants both contribute to the positive atmosphere in classrooms. The newly introduced curriculum is effective. Pupils are keenly interested in the themes they are following and have a growing awareness of how to apply the skills they are learning to a range of subjects. Some pupils, usually boys, make slower progress because they are not, for example, being taught the importance of listening closely to ideas shared in class discussion. Families know and appreciate just how well cared for pupils are. Relationships are good because adults in the school are good role models for pupils of how to get on with people and be tolerant. The school is very successful in teaching pupils the importance of courtesy and consideration for others. The result is a school which is a pleasure to be in, whether as teacher, pupil, parent or visitor. Attendance is satisfactory, improving and is now very close to the national average.

This is a school that is well aware of its strengths and weaknesses, and does not make excuses for things that are below par. Staffing absence of key leaders and managers during the past 18 months has resulted in satisfactory leadership and management overall. However, strong yet sensitive leadership by the headteacher, and the governing body's active commitment to improvement, have been key factors in the school's progress. Staff are following this lead with enthusiasm. Teachers are involved in and consulted about improvement planning. There has been satisfactory improvement since the last inspection and standards are showing a rising trend in both key stages. Value for money is satisfactory. There has been good investment in resources such as information and communication technology (ICT) and increased staffing, and the budget has been well managed and monitored. The school has a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Nursery with skills that are well below those expected nationally. Many have poor speaking and listening skills and lack independence and social awareness. They make good

progress because of good teaching, an effective curriculum and a good level of care. Teachers plan lessons that enable children to experience a wide range of activities. These promote their good progress, sometimes in adult-led groups and sometimes by allowing children to choose activities for themselves. The Foundation Stage is led well. Senior managers keep a watchful eye on the quality of provision, fostering and making good use of the expertise and willingness of staff. The school is beginning to measure more accurately the attainment and skills of children on entry, but this is not built on fully in providing a clear picture of progress at different stages.

### **What the school should do to improve further**

- Ensure that boys make quicker progress.
- Raise standards in writing across the school and in science at Key Stage 2.
- Improve the quality of marking.
- Be more precise in assessing and analysing pupils' skills and abilities in the Foundation Stage.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter Year 1 with standards that are below the national average. They make satisfactory progress as they move through school and by the end of Year 6, reach overall standards that remain below average. Standards in Key Stage 1 have been on a rising trend since the time of the previous inspection. Indeed, standards in 2006 were broadly average. Last year, however, some shortcomings in the quality of teaching caused overall standards to once again fall to below average. In Key Stage 2, test results have also gradually improved over time. Standards in mathematics are a strength in the school and were close to the national average in 2007. Standards in English have been erratic because pupils' writing abilities are too variable. The results in 2007 were well below average, but represented satisfactory achievement by the pupils concerned. In science, results in the end of Key Stage 2 tests are too low.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. This is reflected in their good behaviour in lessons and in the playground. Pupils show interest in their lessons and say that there are very few occasions when these are disrupted by poor behaviour. Lunchtimes are orderly and harmonious providing opportunities for lots of healthy outside play activity. Pupils really do enjoy school and parents confirm this. The school has worked hard to improve attendance and has also successfully reduced the number of pupils who are persistently absent. Pupils understand how to lead healthy lifestyles and avoid unnecessary risks. They willingly take on responsibility. Members of the school council are proud of the way in which they help to improve the school environment. They take on jobs within the council and manage a small budget.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Most pupils generally enjoy lessons and are attentive in them. This is because teachers plan interesting work and present ideas with enthusiasm. This encourages pupils to behave well in the classroom. However, some pupils work too slowly because they rely heavily on adult support and lack the confidence to work independently. Most teachers use class discussion well so that pupils are increasingly confident to answer questions in class. However, listening skills are less well taught so that some pupils do not learn enough from opportunities to share ideas with each other. Some, more often boys, lose concentration as a result. Teachers are careful at times in marking pupils' work, but the quality of marking is not consistent across all subjects.

### Curriculum and other activities

#### Grade: 2

The curriculum provides well for the majority of pupils. An emphasis on frequent extended writing has resulted in pupils being more willing and able to write at length. A focus on reading across the school has seen a rise in overall standards. The adoption of the International Primary Curriculum is helping pupils to see links and themes in their learning and to explore alternative ways of researching and presenting ideas. Specialist French teaching in Years 3 to 6 and themed days, for instance, those for healthy eating and Chinese New Year, widen pupils' awareness and appreciation of attitudes and cultures beyond their own. Pupils enjoy the good range of out-of-class visits, visiting speakers in school and clubs that the school offers to enrich their experience.

### Care, guidance and support

#### Grade: 2

The school knows its pupils and families well and offers a very good level of pastoral care. This ensures that pupils feel safe and well supported. The school is well aware of how best to help pupils who are having difficulty with learning. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the effective support they get in class and when working in small groups. Pupils get good guidance and advice on how to stay safe and healthy. The school assesses how well pupils are doing and where pupils may not be doing as well as they could. These results are used to set targets for pupils' further improvement. Pupils understand their targets, and that achieving them will give them the skills and confidence to go further.

## Leadership and management

#### Grade: 3

Whilst leaders and managers have introduced many effective strategies for improvement, the unusually high number of key staff who have had long-term leave has diluted the impact of these recently. The situation is now stabilised, and there is renewed energy and determination to improve pupils' standards and achievement. The headteacher, ably assisted by senior staff, has been very influential in creating a culture in which pupils are valued and cherished. All staff share rising expectations of what pupils should achieve. Subject leaders are increasingly effective,

and enthusiastic about the role they have in curriculum development and improvement planning. The governing body is very active and strongly committed to improving the school. Actions to tackle underachievement in science and to further improve the consistency of teaching have started but have further to go.

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**Annex A**

## Inspection judgements

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

### 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	3

### Personal development and well-being

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	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

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

Inspection of Barton Moss Community Primary School, Manchester,  
M30 7PT

As you know, we visited your school recently to see how well you are doing. Thank you for being so helpful, polite and welcoming. We enjoyed visiting your lessons and assembly. We were very grateful for the way you were willing to talk to us about your work and how you find school life in general.

Your school is giving you a satisfactory education. It is improving and some things are already good. We were impressed by your good behaviour and how well you work in lessons. You told us that your teachers plan very interesting lessons and tell you clearly how to tackle activities. Many of you said that you love coming to school because of this and because the staff are so kind and thoughtful. They look after you really well. You learn so many different things, including French, and you appreciate the clubs and many trips you get to go on. Many of you like studying the new topics, which link your different subjects together. Your headteacher has worked hard to bring all this about. Staff and governors have a clear idea of what needs to improve and they are determined to make things happen.

We have asked the headteacher, staff and governors to do these four things to make your school even better:

- find ways to help boys make quicker progress in lessons
- help all of you to do better with your writing, and reach higher standards in science
- make sure that teachers closely mark your written work in all subjects
- for your teachers to have a clearer idea of how well children in Nursery and Reception are getting on.

You can help by making sure that you come to school every day, try really hard with your work, and follow the advice teachers give you about how to improve it.

Our best wishes to you and your staff for future happiness and success.