

Briscoe Lane Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 105398 |
| Local Authority | Manchester |
| Inspection number | 336488 |
| Inspection dates | 28–29 January 2010 |
| Reporting inspector | David Halford |

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

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|--------------------------------------------|-----------------------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 305 |
| Appropriate authority | The governing body |
| Chair | Mrs K Duckworth |
| Headteacher | Mr Christopher O'shaughnessy |
| Date of previous school inspection | 6 October 2006 |
| School address | Newton Heath Manchester Lancashire M40 2TB |
| Telephone number | 0161 6811783 |
| Fax number | 0161 6821545 |
| Email address | head@briscoe.manchester.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited twelve lessons and saw all of the teachers. They held meetings with governors, staff, groups of pupils, and personnel from external agencies working in partnership with the school. They observed the school's work, and looked at pupils' work, improvement planning, a range of school documentation, national published assessment data and the school's own data. Inspectors spent approximately 50 % of their time looking at learning and also analysed 26 questionnaires completed by parents and carers as well as a number of questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent of the school's improvement since the last inspection and how this reflects on its capacity for sustained improvement
- pupils' standards in their basic skills
- the impact of the work of support staff, including those from external agencies, on outcomes for pupils.

Information about the school

This large primary school serves a community of widely varied social and economic backgrounds. The percentage of pupils known to be eligible for free school meals and the proportion of pupils with special educational needs and/or disabilities are well above average, although the percentage of pupils with a statement of special educational need is broadly average. The majority of pupils are of White British heritage, although the school does have a growing number of pupils from a variety of minority ethnic backgrounds. The Early Years Foundation Stage is made up of Nursery and a Reception Class. The school holds the Healthy School's and Artsmark and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which cares for its pupils exceptionally well. Outstanding leadership is driving improvement effectively within the school and also in its relationships with the local community. Through excellent partnerships with external agencies the school carries out work that builds successfully on pupils' self-esteem and confidence enabling all pupils to make at least good progress in their academic work. Pupils have an excellent understanding of keeping healthy, appreciating the importance of healthy food and physical activity. Pupils know they are well cared for and say they feel safe and secure at all times. Comments such as, 'I like school and I feel safe here' are typical of those received during the inspection. One parent wrote, 'As parents we are very pleased with the staff who are approachable at all times – right down to the cleaning team. The school is always beautiful!'

Overall achievement is good. Children start school with skills that are much lower than is typical for their age and make good progress to reach broadly average standards by the end of Year 6. Those pupils who have English as an additional language and those who have special educational needs and/or disabilities are well supported and make good progress. Pupils' standards in writing are lower than their standards in reading, mathematics and science. Also, at present, there is not always enough challenge to ensure that all the more-able pupils reach above average standards. Pupils' attendance is just below the national average. The school has worked hard in recent times to improve this and has comprehensive systems in place. This has resulted in overall attendance rising in recent times and it is now close to the average level.

Effective teaching has many strengths, including teachers' good quality questioning and engagement of pupils in lessons. The curriculum is carefully planned to motivate and enthuse pupils and provide a wide range of effective strategies to use their literacy, numeracy and information and communication technology (ICT) skills. Good provision is made in the Early Years Foundation Stage, including a strong focus on extending learning to the outdoors.

The leadership of the school is highly effective. The headteacher, senior staff and governors have a clear and accurate overview of the school. They know its strengths and areas for development and this is reflected in its accurate self-evaluation procedures and high quality improvement planning. The school has a strong and shared drive to promote further improvement and demonstrates a good capacity to do so. It provides good value for money.

What does the school need to do to improve further?

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- Improve pupils' attendance to exceed the national average by impressing on parents the need for regular attendance.
- Raise standards in writing for all pupils by increasing the opportunities to write for a wide range of purposes.
- Increase the level of challenge to ensure that more of the more-able pupils make as much progress as possible in literacy and numeracy

Outcomes for individuals and groups of pupils**2**

In lessons pupils work hard and make good progress. They learn best through practical tasks when pupils' attention is sustained and their enjoyment is palpable. Standards in English, mathematics and science by the end of Year 6 are broadly average. This represents good overall achievement since most children start school with skills which are well below those expected for their age. The school's most recent data, together with observations from classrooms show that achievement has improved and this upward trend is set to continue. However, the work in pupils' books indicates that progress in writing is slower than progress in other basic skills. Similarly, school data indicates that although progress is improving not all of the more-able pupils are challenged sufficiently well to attain the higher levels in numeracy and literacy. The school is aware of these areas for further development and changes are already in place. However, the steps that have been taken are recent and it is too early to judge the impact of this work.

Behaviour throughout the school is good. Pupils enjoy school and respond well to all the adults with whom they interact. Pupils clearly feel very safe and say that the adults help them to do their best work. The regularity of pupils' attendance has historically been an area of difficulty for the school. It is currently on a rising trend, but remains just below average despite the school's best efforts to improve it. Pupils are extremely proud of their school and support each other very well. This helps to ensure that all pupils are happy in school and helped to adopt a positive attitude to their lessons. They clearly enjoy taking on areas of responsibility and respond exceptionally well to it carrying them out very conscientiously. Pupils' views are regularly heard by the community through their representation on a number community groups including the police. Pupils have a good knowledge of right and wrong and the school takes every opportunity to promote their self-esteem. They have an encouragingly broad understanding of other cultures and this is shown in the effective manner in which they work and play together.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The quality of teaching is good and contributes strongly to the pupils' good learning. In the strongest lessons, pupils' activities were planned with precision and delivered in small steps of learning which were accurately recorded. These strengths were evident in a lesson about capacity in a very practical way and in a literacy lesson which imaginatively explained the main features of journalistic style of writing. Teaching was less effective when tasks did not closely match the needs of the pupils and failed to sustain their interest throughout the lesson. However, the vast majority of lessons move at a brisk pace and pupils stay engaged with the variety of interesting tasks set for them. In an exciting numeracy lesson, activities promoted challenge and real speed of thought and excitement. Praise and encouragement are strengths in many lessons. Teachers assess pupils' work frequently and regularly. Marking is supportive. Pupils know their targets and the levels at which they are working, but are not always sure of what to do next to improve.

The curriculum is planned well to meet the needs of most pupils and to capture their interest. There is a suitable emphasis on practical work, which pupils clearly enjoy. Pupils have good opportunities to use information and communication technology (ICT) across the curriculum. The curriculum is enriched well by a very wide variety of clubs and other activities. These include visits and the impact of one of these was very clear when pupils very knowledgeable discussed the course of a river valley. Pupils look forward to a wide variety of activities including a residential visit. These opportunities are provided for all pupils and financed substantially from monies generated by the school. Pupils speak excitedly of activities undertaken on these visits such as the

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'climbing and "Piranha Pool" expeditions'. These are very positive experiences; it is clear they add much to their learning and enjoyment.

Pupils genuinely value the care shown to them by staff and this outstanding aspect of the school's work demonstrates the excellent manner in which the school responds to pupils' individual needs and of the community it serves. Support staff working in partnership with teachers make a very valuable contribution to pupils' learning. The school goes the extra mile to support the more vulnerable pupils with the appointment of staff, such as family support workers, community support staff, and the involvement of the police, who come into school. These roles make a significant contribution to the school's work and enable pupils to feel safe and be fully involved in the daily life of the school. Teachers' expertise in referring pupils for additional support is an important part of their high quality work.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher and senior staff are part of a very coherent team demonstrating an outstanding commitment to promoting improvement and pupils' safety and well-being. Staff morale is very high and they are very proud to be part of the school. The drive for higher standards is very high. Challenging targets are set and exceeded, with large numbers of pupils now attaining the expected levels in their basic skills by the end of Year 6. Governors are astute, knowledgeable and proactive and have a very detailed knowledge of the school's strengths and areas for improvement. Staff and governors take their responsibility for safeguarding pupils very seriously and procedures are very comprehensive. The school's approach to pupils' safety permeates all aspects of its work. Teaching is closely monitored, although the focus is not always on the impact of the quality of teaching on pupils' learning. Nevertheless, leaders have an informed picture of the overall quality of teaching.

The promotion of equal opportunities is good, largely due to the detailed knowledge each member of staff has about the pupils in their care. The school is already addressing the provision for more-able pupils to ensure that every pupil fulfils his or her potential. The school plans and evaluates its work to promote community cohesion well. It is particularly strong in its understanding of, and working with, the local community, and pupils have an encouraging breadth of understanding about cultures different to their own. The school recognises and has plans to further develop pupils' understanding

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and engagement with different cultures nationally and internationally. The school is a very harmonious community with pupils from different cultural backgrounds getting on well together. The school's procedures for tackling any form of discrimination are effective.

The school enjoys good links with parents and carers and very strong links with outside agencies. These links contribute significantly to the outstanding quality of care, pupils' learning and well-being.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Almost all children enter the Nursery with skills that are significantly well below those typical for their age particularly in their personal and social development and communication and language skills. Progress is good through both the Nursery and Reception, but a large number of children have skills that are still below the expected outcomes by the time they enter Year 1. Support for all the children is of good quality and they settle quickly and soon learn to share and play together well. There is a good balance between free choice work and tasks led by adults. In the Nursery, children enjoy the excellent outdoor facilities and staff ensure that a full range of activities are consistently available to them to learn both inside and outside. In the Reception class, the outside facility is very new and plans are in hand to make sure it is utilised fully.

The successful teamwork is a strength. Leadership of the Early Years Foundation Stage is outstanding. The learning environment is attractive and welcoming. Staff are very clear about their roles, observe children's learning carefully and intervene effectively

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when needed. Planning is detailed and thorough. Assessment is good. Staff monitor progress closely and make good use of the detailed data they gather to track progress and inform planning.

Good working relationships with parents and carers are established. Staff are always trying to find different ways to involve parents and carers in their children's learning. Individual folders of information are available for every child to which parents have daily access. Arrangements for ensuring children's welfare are very good. The high level of pastoral care throughout the school is also evident in the Early Years Foundation Stage setting.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

Only a small number of parents and carers returned the questionnaire distributed prior to the inspection. All of the returns recorded were entirely positive and in line with the inspectors' view of the school. Very few questionnaires included comments and those that did praised the school and the staff for their work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Briscoe Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 20 | 77 | 5 | 19 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 24 | 92 | 2 | 8 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 21 | 81 | 5 | 19 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 18 | 69 | 8 | 31 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 22 | 85 | 3 | 12 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 22 | 85 | 4 | 15 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 18 | 69 | 8 | 31 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 17 | 65 | 8 | 31 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 18 | 69 | 7 | 27 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 21 | 81 | 4 | 15 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 17 | 65 | 9 | 35 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 22 | 85 | 3 | 12 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 23 | 88 | 3 | 12 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 February 2010

Dear Pupils

Inspection of Briscoe Lane Primary School, Manchester, M40 2TB

My colleagues and I really enjoyed our recent inspection of your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around the school. My particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy your school so much.

Briscoe Lane Primary School is a good school, with some very interesting work taking place. The staff care for you all outstandingly well, make sure you feel safe and secure and I think that the way in which your headteacher and his staff and governors manage your school is also outstanding. I shall remember the discussion about river valleys, meanders and ox-bow lakes that I had with some Year 6 pupils and the excitement they were feeling before their visit to the Manchester Velodrome!

When we visit schools, inspectors also look for things which will help each school to get even better. Your school's attendance percentages are not yet high enough and your standards in writing could be better. We also think that your teachers should try to ensure that those boys and girls who find learning easy should be given more work to really make them think. I have asked your headteacher to make these important improvements.

Thank you once again for all your help when we made our visit to you. I send you all my very best wishes for the future. I do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely,

Mr David Halford

Lead Inspector.

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