

Moston Lane Community Primary School

Inspection report

Unique Reference Number	105428
Local Authority	Manchester
Inspection number	336497
Inspection dates	18–19 May 2010
Reporting inspector	John Heap

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 of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Mrs Hazel Rock
Headteacher	Mrs Judy Kerton
Date of previous school inspection	21 March 2007
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Introduction

This inspection was carried out by three additional inspectors. 15 lessons were observed taught by 15 teachers. Meetings were held with parents and carers, groups of pupils, governors and staff. They observed the school's work and looked at a range of documents, including safeguarding procedures and practices, the school improvement plan, minutes of governors' meetings, the tracking of pupils' achievements and review documents from the local authority. The inspection team analysed 30 questionnaires returned by parents and carers.

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

- whether pupils are achieving enough throughout the school to determine whether provision is sufficiently challenging
- whether all minority groups of pupils are progressing as well as they can
- the quality of marking and other forms of assessment to show pupils what they know and how to improve
- the contribution of the curriculum in promoting the development and use of pupils' basic skills
- the quality of the monitoring and evaluation practices.

Information about the school

This is a larger than average-sized primary school which serves a diverse population. The proportion of pupils entitled to free school meals is more than three times the national average. The majority of pupils are from a white British background and around one third of pupils are from a range of minority ethnic backgrounds, including very small numbers of children from Traveller and refugee backgrounds. The largest of these groups are from African and mixed heritages. A very small minority of pupils speak English as an additional language. The main first languages are Chinese, Yoruba and Urdu. An above average proportion of pupils have special educational needs and/or disabilities. There is a very small number of looked after children. The school has successfully achieved the following awards: Healthy Schools Gold, Investor in People, Artsmark and Leading Aspects.

The school provides a range of extended services, including a family learning programme, childcare and study support.

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 and improving school. The supportive and happy atmosphere in the school is a result of strong morale among staff and pupils, improving academic and personal development of pupils and the effective promotion of equal opportunities by leaders and managers. One parent echoed the views about academic development, 'My children have improved in all subjects, thanks to the excellent teaching and support from the headteacher.' Moreover, the school is rightly proud of, and much appreciated for, the exemplary care, guidance and support it provides for pupils and their parents and carers. A wide range of strategies are used to support successfully the many pupils whose circumstances make them vulnerable, and their families, in the school. For example, the 'Calm room' supports the emotional health of pupils.

Many children enter the school with a level of skills and abilities that is far lower than expected for their age. Since the previous inspection children have benefited from the increasingly good start in the Early Years Foundation Stage and outcomes at the end of Reception are now much closer to the average. This has led to these pupils building well on these gains and reaching attainment in Years 1, 2 and 3 that is currently a little above the average for their age. All evidence about the current situation shows pupils in Years 4, 5 and 6 making good progress in their learning, but they started from lower levels at the end of Reception and it is proving difficult for them to catch up. The school rightly recognises that even more has to be done for these pupils. Nevertheless, although attainment at the end of Year 6 has been consistently low, there has been a rising trend that points to good achievement for the majority of pupils. All minority groups of pupils are making good progress, including pupils with special educational needs and/or disabilities, the more able, those who speak English as an additional language and the looked after children.

Provision is improving and this is particularly noticeable in the good teaching that has some outstanding features. The good monitoring by leaders and managers has led to very useful insights about relative strengths and weaknesses of all staff. Over time, the quality of evaluation has improved and become more accurate. Consequently, the school is well placed to improve further. However, there are two areas that are not as sharp as they could be: the success criteria in the school improvement plan are not precise enough and the way the governors gather evidence is too reliant on the information provided by the school's managers.

What does the school need to do to improve further?

- Continue to raise attainment and improve progress in the current Years 4, 5 and 6

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by:

- increasing the amount of high-quality teaching
- improving further the basic skills of literacy and numeracy
- robustly ensuring that none of the pupils stall in their learning.
- Sharpen the school's self-evaluation by:
 - making the success criteria in the school improvement plan more precise and measurable
 - ensuring that the governing body has better means for gathering information in an independent way.

Outcomes for individuals and groups of pupils

2

Pupils are keen, enthusiastic and well motivated in lessons because the teaching is mostly good or better. These attributes were very evident in an outstanding Year 2 art lesson. Learning is very rarely disrupted by inappropriate behaviour because lessons are well managed. Pupils collaborate well and are becoming increasingly confident at providing their own views and strategies when learning.

Achievement and enjoyment are good and pupils are well prepared for future education and life in general. This is equally true in subjects such as art as it is in other subjects. The rising trend in results and the improving progress is most noticeable in English. In fact, the progress shown in the 2009 national tests placed the school in the top 20% of schools nationally. This improvement has been due to challenging target setting and leadership, a better curriculum, improved academic guidance and strong, enthusiastic teaching. The challenging targets were met in the 2009 national tests. Currently, good teaching in Year 2 is ensuring that pupils are making good progress and the detailed tracking of their achievements shows this clearly, particularly in writing. There is little difference in the attainment of boys and girls.

Moral and social development are particularly strong and make a very positive contribution to pupils' good behaviour and academic achievement. Pupils thoroughly enjoy school and this is confirmed by the high proportion who attend well and are punctual. Many of the older pupils, such as the 'wardens', show that they are able to take responsibility for themselves and others. Members of the school council are proud to represent their peers and the school listens to their views and takes appropriate action on their recommendations. Pupils have a strong awareness of how to lead a healthy and safe lifestyle. In particular, they recognise the importance of a well-balanced diet and the contribution of exercise.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well planned and meet the individual needs of pupils. Teachers question pupils well and encourage them to share their views and strategies. Most lessons have a brisk pace, challenging content and high expectations that promote effective learning in many lessons. Basic literacy and numeracy skills are taught well so that most pupils reach an average standard, particularly in Key Stage 2. A strong feature in all lessons is the good contribution from skilled learning assistants who support individuals well and work in partnership with the teacher to provide discrete guidance for different groups. Assessment information is increasingly used effectively, such as teachers' improved marking that gives pupils a better understanding of the next steps in their learning.

The good curriculum promotes academic and personal development well. Good attention is paid to developing basic literacy and information and communication technology skills. Throughout the school pupils are responding positively to recent initiatives to raise standards, for example new writing programmes, which are having a significant impact. The curriculum is modified well for pupils with extra learning needs, such as those with special educational needs and/or disabilities, the gifted and talented and those who speak English as an additional language. Pupils value highly the wide range of enrichment activities on offer and they thoroughly enjoy the many visits, visitors in school and out-of-school clubs.

Staff know pupils and their families exceptionally well. The family support worker is highly effective and makes a significant contribution to the development of relationships with parents, carers and pupils. This excellent work promotes and maintains, for example, the improved attendance and behaviour. Parents, carers and pupils are

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satisfied that the school is a secure and safe place to be. Arrangements for inducting children into school and moving to new classes are very good. The school tirelessly and very effectively communicates with external agencies to ensure that pupils with barriers to learning receive appropriate support.

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 sets a clear and ambitious educational direction for the work of the school. She is well supported by the effective senior leadership team. Data is analysed very well, trends are identified and effective action follows. Consequently, very important areas are improving, such as academic achievement, behaviour and attendance. The monitoring of teaching and learning provides an accurate view of their strengths and weaknesses. This leads to good interventions, such as teachers watching good and outstanding practice, either within or outside the school. Subject coordinators make a strong contribution to the work of the school and they show a good knowledge of the issues in their subjects and produce appropriate action plans. Safeguarding procedures and practices are robust, kept under review and meet requirements. Pupils whose circumstances make them vulnerable are closely monitored and appropriate action taken or advice given where necessary. Governance is satisfactory. Governors support the school well and there is a regular presence in the school, for instance by the chair of governors and the special educational needs governor. Nevertheless, their evaluation of the school's work is underdeveloped and the governing body is too heavily reliant on managers to provide the information rather than seeking it out independently. There is a clear commitment across the school to improve provision. An example of this is the re-modelling of the old kitchen to provide a much better learning environment for pupils with special educational needs and/or disabilities. The promotion of equal opportunities is good and results in all groups of pupils achieving well. Discrimination is not tolerated and assemblies provide a good forum to help pupils understand diversity and the need to celebrate similarities and differences. Through the school's extended services programme, pupils have opportunities to attend a wide variety of clubs and activities that help develop community cohesion. Financial management is secure and the school gives good value for money.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Children enter the Nursery with very weak skills and abilities, most particularly in communication, social development and number. They make good progress and leave Reception with average levels in most areas of learning. In particular, children develop positive attitudes to learning and school and show lots of enthusiasm. However, the weakest area is their early writing, which continues to be very challenging for the majority of children. They settle quickly to the routines of the Early Years Foundation Stage because the induction process is very effective, the teaching is supportive and challenging and welfare requirements are well met. There is a good balance of activities that are adult-led and those chosen independently by children. The environment is stimulating and well resourced, including the areas for outdoor learning. Children are regularly assessed and this forms the basis for the planning that is based more on the needs of the group than individuals' requirements. Leadership and management are good. The manager has a good understanding of the strengths and weaknesses of the provision and she has developed a clear action plan to promote further development.

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	2

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Views of parents and carers

The overwhelming majority of the small proportion of parents and carers who responded to the questionnaire are pleased with the quality of education provided by the school. There are several positive comments that include: 'Moston Lane is a fantastic school and they have made our children very welcome,' and, 'the school is always coming up with new ideas to make it a better place for children to learn.' A very small number of parents and carers commented on the ineffective outside agencies. The inspectors found that the school had good procedures to link with, and learn from, a range of outside agencies and that many pupils had gained because of this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moston Lane Community 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	90	3	10	0	0	0	0
The school keeps my child safe	28	93	2	7	0	0	0	0
The school informs me about my child's progress	23	77	7	23	0	0	0	0
My child is making enough progress at this school	24	80	4	13	2	7	0	0
The teaching is good at this school	28	93	2	7	0	0	0	0
The school helps me to support my child's learning	26	87	4	13	0	0	0	0
The school helps my child to have a healthy lifestyle	28	93	2	7	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)	19	63	10	33	0	0	0	0
The school meets my child's particular needs	25	83	4	13	1	3	0	0
The school deals effectively with unacceptable behaviour	24	80	6	20	0	0	0	0
The school takes account of my suggestions and concerns	24	80	6	20	0	0	0	0
The school is led and managed effectively	26	87	4	13	0	0	0	0
Overall, I am happy with my child's experience at this school	24	80	6	20	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



20 May 2010

Dear Pupils

Inspection of Moston Lane Community Primary School, Manchester, M9 4HH

It was a great pleasure to visit your good school recently. We appreciated very much the warm welcome, courtesy and help that you provided.

What we really liked about your school was:

- the better progress made in English
- the way that very effective teaching promotes the good progress that pupils make across the school
- the strong support for pupils with extra learning needs and the good progress they make
- the strong moral and social development that leads to good behaviour and attitudes to school and work
- the good range of activities that enrich the curriculum, such as the visits, visitors and increasing number of out-of-school clubs
- the contribution you all make to the excellence of the care, guidance and support in the school, such as the way the wardens help the less confident in the playground and around school
- the good leadership and management.

To make your school even better, we have asked staff to make sure that they continue to improve attainment and progress in Years 4, 5 and 6. You can be a great help here by making sure that you continue to do your best work and progress as well as you can. We have also asked staff and governors to become even more accurate at judging the strengths and weaknesses in the school.

Good luck and best wishes for the future.

Yours sincerely

Mr John Heap

Lead Inspector

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